DOCUMENT RESUME

ED 382 825 CE 068 929

TITLE	Workplace Literacy Publications. An Annotated Bibliography of Print Resources. Workforce Tools.
INSTITUTION	National Alliance of Business, Inc., Washington, D.C.; Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.
SPONS AGENCY	Department of Labor, Washington, D.C.
PUB DATE	May 95
CONTRACT	F-4357-3-00-80-60
NOTE	59p.; Product of the National Workforce Assistance Collaborative.
AVAILABLE FROM	National Alliance of Business, Distribution, P.O. Box 501, Annapolis Junction, MD 20701.
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Adult Basic Education; *Adult Literacy; Annotated Bibliographies; Case Studies; Classroom Techniques; Curriculum Development; Educational Technology; Employer Employee Relationship; English (Second Language); Job Training; Labor Relations; *Literacy Education; Organizational Change; *Printed Materials; Program Evaluation; *Resource Materials; Student Evaluation; Teaching Methods; Training Methods
IDENTIFIERS	Job Restructuring; *Workplace Literacy

ABSTRACT

This annotated bibliography is intended as a resource for service providers and small and midsized companies seeking assistance on all aspects of workplace literacy programs. It contains more than 320 entries dealing with the following workplace literacy-related topics: assessment and evaluation (research supporting different types of learner assessments, recommendations regarding conducting program evaluations, and case studies); curriculum and instruction (adult learning theory, curriculum development, sample curricula, and "best practices"); English as a Second Language (implications for workplace literacy programs and "best practices"); technology (guidelines for integrating technology into programs and effective uses of technology for instruction and program management); and work restructuring (implications for workplace literacy programs and the incidence of restructuring and its relationship to workplace literacy programs). The annotations are designed to help service providers/company personnel locate appropriate references for background information or support for proposal writing, public relations, and marketing, as well as for workplace literacy program development, implementation, and evaluation. The entries are listed alphabetically and indexed by subject category. (MN)

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NATIONAL
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WORKPLACE LITERACY PUBLICATIONS

An Annotated Bibliography of Print Resources

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*The **National Workforce Assistance Collaborative** builds the capacity of the service providers working with small and mid-sized companies in order to help businesses adopt high-performance work practices, become more competitive, and ultimately advance the well-being of their employees. The Collaborative was created with a $650,000 cooperative agreement grant from the **Department of Labor** to the **National Alliance of Business**. Current partners on the project include the Council for Adult and Experiential Learning, the Institute for the Study of Adult Literacy at The Pennsylvania State University, the Maryland Center for Quality and Productivity, and the National Labor-Management Association. The Collaborative provides assistance in four areas: employee training, labor-management relations, work restructuring, and workplace literacy. For more information, contact Bernice Jones at the National Alliance of Business, 202/289-2915.*

Development and printing of this publication was funded under Grant Number F-4357-3-00-80-60 by the U.S. Department of Labor. Opinions expressed in this publication do not necessarily represent the official policy of the U.S. Department of Labor.

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WORKFORCE TOOLS

Prepared by the National Alliance of Business

WORKPLACE LITERACY PUBLICATIONS

May 1995
National Alliance of Business

ACKNOWLEDGEMENTS

Workplace Literacy Publications was prepared for the National Workforce Assistance Collaborative and the National Alliance of Business by the Institute for the Study of Adult Literacy at Penn State University. Priscilla Carman, Project Assistant at the Institute, compiled the entries and annotations with the assistance of Dr. Eunice N. Askov, Institute Director, who ensured the quality and accuracy of the work. Terri Bergman, Bernice Jones, Myra Nicholas, Thomasine Singleton, and Cathy Stewart, at the National Alliance of Business, handled the design and production work.

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INTRODUCTION

This bibliography is designed as a resource for service providers and small and mid-sized companies seeking assistance on all aspects of workplace literacy programs. It contains over 320 annotated entries covering workplace literacy topics in the areas of assessment and evaluation, curriculum and instruction, English as a second language, technology, and work restructuring.

USE AND ORGANIZATION

Service providers and personnel in small and mid-sized companies can use this bibliography to locate appropriate references for background information or support for proposal writing, public relations, and marketing, as well as for workplace literacy program development, implementation, and evaluation.

The references in the bibliography are listed first alphabetically, and then by category in the index. The index sorts the entries into five main categories:

- *Assessment and Evaluation* — Research supporting different types of learner assessments, recommendations for how to conduct program evaluations, and case studies;
- *Curriculum and Instruction* — Adult learning theory, curriculum development (process and content), and sample curricula and "best practices" to guide new programs;
- *English as a Second Language* — Its implications for workplace literacy programs, and "best practices" to guide new programs;
- *Technology* — Guidelines for integrating technology into programs, and research studies concerning effective uses of technology for instruction and program management; and
- *Work Restructuring* — Its implications for workplace literacy programs, and research on its incidence and relationship to workplace literacy programs.

Entries are listed in the style suggested by the American Psychological Association, the style most used by writers and students in the behavioral and social sciences and personnel areas.

The bibliography also can be accessed electronically at the National Workforce Assistance Collaborative (NWAC) gopher server at Penn State University. The gopher server address is INFO.PSU.EDU. After you reach the gopher server, open "Information Servers at Penn State," then open "Research Centers and Institutes" to find the National Workforce Assistance Collaborative gopher site.

HOW YOU CAN HELP

Information contained in the bibliography will be updated periodically, and we welcome your input. If you have any corrections or suggestions for additional entries, please copy, fill out, and send the fax-back form at the end of the publication. Alternatively, you may send an e-mail message to the author at PSC3@PSU.EDU. Please follow the fax-back format in your e-mail message. Thank you.

PUBLICATIONS

Aderman, B. (1990). Workplace literacy publications for practitioners. ***Adult Literacy and Basic Education, 13*****(2), 111-116.**

Describes two types of resources to help service providers raise awareness of businesses and unions, develop a work site-program, and provide basic skills instructions. Authoritative reports and business-directed publications provide facts and figures to raise awareness of the need for services. Workplace program development and curriculum guides give direction on how to bring services to a work site and provide instruction focused on work-related content, materials, and tasks.

Alamprese, J. A., & Kay, A. (1993). ***Literacy on the cafeteria line: Evaluation of the Skills Enhancement Training Program.*** **Washington, DC: Food and Beverage Workers Union Local 32.**

Evaluation report on a workplace literacy demonstration program with funding from the National Workplace Literacy Program. Describes the design of the evaluation, evaluation methodology, development of the partnership, effects of instructor training, program's impact on workers, and recommendations for policy and practice.

Albert, J. L., & D'Amico-Samuels, D. (1991). ***Adult learners' perceptions of literacy programs and the impact of participation in their lives.*** **New York: Literacy Assistance Center (LAC).**

Interim report on a longitudinal study of participation data from New York City literacy programs. Workplace literacy programs may be interested in the learners' responses concerning how programs have had an impact on their literacy skills and their lives as parents and workers. Programs may also be interested in the conclusions and recommendations.

Altonji, J. G., & Spletzer, J. R. (1991). ***Worker characteristics, job characteristics, and the receipt of on-the-job training.*** **New York: National Center on Education and Employment.**

Report on a study to investigate the relationship between workers and job characteristics and the receipt of on-the-job training. Main findings include: a negative correlation between the intensity and duration of training; women receive less training than men but report a higher incidence of training; African-Americans receive somewhat more training than whites; positive relationship between the verbal, math, and clerical skills requirements of the occupation and the incidence of training. Workplace literacy program service providers may be interested in the research-based background information in the report.

Alvarez, C. (1992). An experienced worker's view of the workplace. ***Vocational Education Journal, 67*****(3), 34-35.**

Author provides the worker's viewpoint on the importance of training in the changing, reorganized American workplace.

American Council on Education and New York State Department of Education. (1993). ***National External Diploma Program: Assessment procedures and sample assessment materials.*** **Washington, DC: Author.**

The External Diploma Program is a competency-based, applied performance high school diploma program that credentials mature adults who have acquired high school level skills through their life experiences. This booklet presents a detailed account of the assessment procedures, a sample assessment task, a sample of the evaluation procedures, and a description of the various ways adults can demonstrate their individual competency.

Anderson, J. (1991). ***Technology and adult literacy.*** **New York: Routledge.**

Includes chapters on potential of technology, computers as tools of literacy acquisition, distance learning, technology and special needs, and software for adult literacy learners.

Archer, K. (1992). Workplace English as a second language program. ***Adult Learning, 3*****(8), 9-11, 14.**

Provides background information about the importance of ESL programs in the workplace, guidelines for establishing a program, and suggestions for supervisor support in classroom learning.

Askov, E. N. (1991). Literacy: Impact on the workplace, family, and school. *Education, 111*(4), 542-547.

Describes aspects of literacy problems in American society as well as promising solutions, such as offering instruction in a relevant context using meaningful materials and situations.

Askov, E. N. (1992). Curriculum design for workplace literacy. *Adult Learning, 3*(8), 12-13.

Gives guidance for designing custom-made materials to help learners develop literacy skills they can apply in a variety of situations in the workplace. Note: The entire issue of *Adult Learning, 3*(8) is devoted to the topic of workplace literacy and solutions offered to improve workers' skills.

Askov, E. N. (1993). Approaches to assessment in workplace literacy programs: Meeting the needs of all the clients. *Journal of Reading, 36*(7), 550-554.

Describes how to address the needs of all the stakeholders (learners, unions, management, and service providers) when assessing workplace literacy programs.

Askov, E. N., & Aderman, B. (1991). Understanding the history and definitions of workplace literacy. In M. C. Taylor, G. R. Lewe, and J. A. Draper, (Eds.), *Basic Skills for the Workplace* (pp. 3-6). Toronto: Culture Concepts, Inc.

The history of the workplace literacy effort in the U. S. is traced, showing the tension that still exists today between specific skills training and more global education. The definition of workplace literacy is broad, allowing for multiple approaches to instruction. The distinction between workplace literacy and other community programs, regardless of location, is whether or not the instruction is designed by the partnership of business/industry and/or unions with education providers.

Askov, E. N., Aderman, B., & Hemmelstein, N. (1989). *Upgrading basic skills for the workplace.* University Park, PA: Institute for the Study of Adult Literacy, The Pennsylvania State University.

Useful resource to help literacy providers and trainers develop and market a workplace literacy program using a functional context approach. Includes sample instructional activities, needs assessment questionnaire, basic skills list, readability formula, assessment and evaluation materials, and promotional materials.

Askov, E. N., Aderman, B., Sherow, S., Hemmelstein, N., Clark, C. J. (1989). Decision-making in workplace literacy. *Adult Literacy and Basic Education, 13*(1), 34-40.

A step-by-step model for designing and implementing a workplace literacy program is offered with the decision points identified for each step. This model is the result of extensive research and practical experience in training adult literacy providers in workplace literacy.

Askov, E. N., & Brown, E. J. (1991). Workplace literacy instruction and evaluation: R.O.A.D. to Success. In B. L. Hayes, K. Camperell, (Eds.), *Yearbook of the American Reading Forum: Vol. XI. Literacy: International, National, State, and Local* (pp. 203-209). Logan, UT: American Reading Forum.

This chapter summarizes the evaluation of a pilot effort to improve reading skills of commercial drivers who were deficient in reading. The project's goal was to help commercial drivers pass the required federal written examination while improving their literacy skills.

Askov, E. N., & Clark, C. J. (1991). Using computers in adult literacy instruction. *Journal of Reading, 34*(6), 434-448.

Excellent resource to help practitioners make informed decisions about enhancing instruction with computer software. Includes examples of outstanding software, advantages and disadvantages of using computers for instruction, and a matrix of computer software programs. The matrix codes each program by the basic skills that are developed or assessed, whether the basic skills are generic or job-related, the instructional methods used in the software, whether the programs can be customized or have mini-authoring systems, and by the publisher or distributor.

Askov, E. N., & Sherow, S. (1991). Building coalitions in adult literacy. *Adult Learning, 2*(5), 23-25.

Describes how representatives from public and private sectors can come together to contribute to solving problems of adult literacy. Also explains why coalition building requires technical assistance, support, communication, strong leadership and sense of mission, and a clear identification of target populations of each member agency.

Askov, E. N., & Van Horn, B. H. (1993). Adult educators and workplace literacy: Designing customized basic skills instruction. ***Adult Basic Education*****, *3*(2), 115-125.**

Current demographic trends indicate a growing mismatch between skills needed for new jobs and available workers' skills. Research shows that workplace literacy programs have great potential to span this skills gap. Adult educators are being invited to help in the retraining of the workforce by providing instruction in the basic skills as well as higher order skills, and by designing programs for work-based learning. This article provides suggestions for preparing instruction by designing customized basic skills instruction using work-related reading materials.

Bailey, T. (1989). ***Changes in the nature and structure of work: Implications for employer-sponsored training.*** **New York: Institute on Education and the Economy, Columbia University.**

Research-based analysis of the effects of the changing economy on the role of employee-sponsored education. Discusses the forces of change, response of business and industry (primarily by financial, textile, business, and apparel industries), changing skill requirements, and implications for firm-based education.

Barer-Stein, T., & Draper, J. A. (Eds.). (1988). ***The craft of teaching adults.*** **Toronto: Culture Concepts, Inc.**

Eight authors explore the "craft" of teaching adults, including discussions about culture in the classroom, the interplay between theory and practice, reflection, program evaluation, and holistic teaching and learning. The book is useful for both part-time and full-time practitioners who wish to improve their practice.

Barker, K. (1991). ***A program evaluation handbook for workplace literacy.*** **Ottawa, Ontario: National Literacy Secretariat.**

Provides practitioners with theoretical and practical advice on program evaluation. Provides background information on reasons why evaluation is important as well as five common approaches to evaluation.

Bartell, A. P., Lichtenberg, F. R., & Vaughan, R. J. (1989). ***Technological change, trade, and the need for educated employees: Implications for policy.*** **New York: National Center on Education and Employment, Columbia University.**

Authors argue that new technologies create work environments that demand more learning. High-tech industries are likely to be influenced by the level of education of the local labor force and the quality of local education institutions. Therefore, the emerging patterns of international trade will reinforce the growing need for better-educated workers.

Bassi, L. G. (1992). ***Smart workers, smart work: A survey of small businesses on workplace education and reorganization of work.*** **Washington, DC: Southport Institute for Policy Analysis.**

Comprehensive background information and report on a research project that addressed the following questions concerning small businesses: 1) What percentage of firms are engaged in work reorganization and/or workplace education?, 2) What is the nature of reorganization of work and workplace education?, 3) What are the differences between the firms that have reorganized work and/or have workplace education programs and those that have not?, 4) What reasons do firms report for reorganizing work and/or implementing a workplace education program?, 5) What evidence can be found identifying the impact of workplace education programs and/or work reorganization?, 6) What are the most important reasons that firms cite for not implementing a workplace education program?, and 7) What policies would be most effective in helping firms to reorganize work and/or implement a workplace program? Includes statistical information and graphic displays of research findings.

Beck, J. A. (1992). ***Combining literacy and employment training for women: Steps for starting a program.*** **Washington, DC: Wider Opportunities for Women (WOW).**

A handbook to help programs combine literacy and employment training for women. Includes a discussion of common barriers that women face and the need for programs to provide comprehensive support services. Includes worksheets for program planning and implementation.

Beder, H. (1991). ***Adult literacy: Issues for policy and practice.*** **Malabar, FL: Kreiger.**

Review of the research on adult literacy, specifically as it relates to what is known about adult education participation and nonparticipation. Thought-provoking reading on definitions of literacy, adult learners, their motivations and reasons for participating, outcomes and impacts of adult literacy education, and implications for policy.

Bergman, T., Fisher, C., & Frederick, F. (1993, December). ***Precision strike training in lean manufacturing: A workplace literacy guidebook.*** **Washington, DC: National Alliance of Business.**

This guidebook is designed to help individuals in the business community plan, develop, implement, and evaluate high quality workplace literacy programs for their companies. It draws on the experiences of two workplace literacy programs conducted by CertainTeed, a building materials manufacturer with plants in MN, NC, and OH. Appendices contain excellent resources, such as sample evaluation and assessment surveys and procedures, interview guides, and training-level skills.

Berlin, G., & Sum, A. (1988). ***Toward a more perfect union: Basic skills, poor families, and our economic future.*** **New York: Ford Foundation.**

Overview of the relationship between inadequate basic skills and problems with youth employment, welfare dependency, and decline in productivity. First section explores economic components. Second section explores education components. Third section presents a conceptual framework for examining the problem. Fourth section suggests an agenda for future action.

Berryman, S. E. (1989). The economy, literacy requirements, and at-risk adults. In Rockefeller Foundation (Eds.), ***Literacy and the marketplace: Improving the literacy of low-income single mothers. A report on a meeting of practitioners, policymakers, researchers, and funders*** **(pp. 22-33). New York: Rockefeller Foundation.**

This chapter emphasizes the importance of stressing higher order thinking skills in programs. Author argues for research addressing the nature and structure of work and the future workplace, both to address "real life" learning and thinking, and to address at-risk learners.

Berryman, S. E. (1990). ***What do we need to teach? To whom? When? How?*** **(Conference Paper). New York: Institute on Education and the Economy, Columbia University.**

Reviews the research concerning the mismatch between school learning and nonschool settings, particularly in the workplace. Also discusses the use of technology in schools and the need to reorganize the work environment if technology is going to be used to its full potential.

Berryman, S. E. (1991). ***Designing effective learning environments. Cognitive apprenticeship models.*** **New York: Institute on Education and the Economy, Columbia University.**

Author discusses the traditional apprenticeship learning model and discusses the value of cognitive apprenticeship (in which the teacher models thinking and learning strategies and behaviors and supports learners as they become independent in applying them) for workplace learning.

Berryman, S. E. (1994). ***The role of literacy in the wealth of individuals and nations.*** **Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.**

Adults' foundation skills, usually acquired in school, affect the wealth of individuals and nations, not just directly, but also indirectly through the often invisible and poorly measured human-capital-producing mechanism of employer-sponsored training. Employers train the trainable, building on the skills that their better educated employees bring to the labor market from school. Thus, employer-sponsored training depends on and is complementary to, not a substitute for, good foundation skills. Independent of employees' initial education, employer-sponsored training increases employees' productivity and thus their earnings more than training in post secondary institutions; it decreases the incidence of quits, and, since most real wage gains result from being paid for being more productive, not for switching jobs, its effect on quits enhances wage growth; it decreases layoffs; and it decreases the duration of unemployment spells when they occur. Determining whether employers or economic sectors in a nation underinvest or overinvest in training depends on estimates of the rates of return to training, but in the United States, training costs are so poorly measured as to yield a range of estimated returns too wide to form a basis for policy advice.

Berryman, S. E., & Baily, T. R. (1992). ***The double helix of education and the economy.*** **New York: Institute on the Education and the Economy, Columbia University.**

Authors discuss the characteristics of ineffective learning, including limited transfer, passive learning, and decontextualized learning, as well as characteristics of the traditional workplace, such as narrowly defined jobs and tasks, passive order-taking in a hierarchical environment, and focus on the specific task independent of its organizational context.

Bok, M., & Welch, P. (Eds.). (1992). *Workforce resource guide 1992-93.* Mansfield, PA: Workforce 90s Regional Institute and Resource Center, Mansfield University.

Provides information on programs and services available in six counties in New York and three counties in Pennsylvania. For each state, the guide provides program name, contact, issues addressed (such as workplace literacy), linkages, and services provided. Users of the guide are encouraged to contact each organization directly for more information.

Bowen, B. E., & Jackson, G. B. (1992). *Enhancing diversity in vocational education.* Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

Authors discuss the forces, factors, and influences necessitating the need for enhancing diversity and what is required in vocational programming to meet contemporary needs.

Braddock Communications, Inc. (1988). *The small business resource guide.* Washington, DC: Author.

Resource information organized into federal government, state government, and private sector resources. Provides agency names, addresses, phone numbers, and background information. Helpful resource to facilitate networking among service providers and small businesses.

Brookfield, S. D. (1988). *Developing critical thinkers: Challenging adults to explore alternative ways of thinking and acting.* San Francisco, CA: Jossey-Bass.

Thought-provoking background reading for practitioners who wish to help adult learners develop critical thinking skills. Should be useful for service providers to help workers improve their problem solving and decision making skills. See Chapter 8, "Using the Workplace as a Resource for Thinking and Learning."

Brown, C., Reich, M., & Stern, D. (1993). Becoming a high-performance work organization: The role of security, employee involvement and training. *International Journal of Human Resource Management*, 4 (2), 247-275.

Authors discuss the SET Model (Security, Employee Involvement, and Training) from the view of case studies of five U. S. firms that are attempting to establish or maintain a SET system. It is found that SET systems are difficult to implement in a gradual and partial manner. The three elements of SET reinforce one another and firms that are successful in adopting SET have made an investment to implement all three SET elements simultaneously.

The Business Roundtable, Ad Hoc Committee on Education. (1988). *The role of business in education reform: Blueprint for action.* Washington, DC: Author.

The Business Roundtable offers this report as a guide for businesses to maintain a sustained, long-term effort to improve education. Outlines programs and public policy actions that business should take to keep education as a top priority.

Cappelli, P. (1993). *Are skills requirements rising? Evidence from production and clerical jobs.* Philadelphia, PA: National Center on the Educational Quality of the Workforce, University of Pennsylvania.

Discusses current evidence about changing skill requirements of jobs. Presents evidence from production jobs which shows upskilling in job requirements and a tendency to shift the composition of employment toward job families with greater skills growth. Clerical jobs also show significant changes, although the pattern seems driven at the job family level by technological change.

Carnevale, A. P. (1991). *America and the new economy.* Alexandria, VA: American Society for Training and Development and the U. S. Department of Labor.

Explains the new economy from the point of view of people at work. Examines the impact of changing competitive standards, new technologies, and emerging organizational structures on organizations, jobs, and skills.

Carnevale, A. P., Gainer, L. J., & Meltzer, A. S. (1990). *Workplace basics training manual.* San Francisco, CA: Jossey-Bass.

A step-by-step manual for establishing workplace basic skills training. Includes chapters on identifying basic skills problems in the workplace, building support for a program, developing and implementing a program, and evaluation. General curriculum guidelines include learning how to learn, oral communication, listening skills, problem solving, and teamwork.

Carnevale, A. P., Gainer, L. J., Villet, J., & Holland, S. L. (1990). *Training partnerships: Linking employers and providers.* Washington, DC: American Society for Training and Development, U. S. Department of Labor, Employment and Training Administration.

Presents an overview of findings about partnerships in training and education in the workplace. Guidelines are given for choosing providers and forming partnerships.

Casner-Lotto, J., & Associates. (1988). *Successful training strategies: Twenty-six innovative corporate models.* San Francisco, CA: Jossey-Bass.

Case studies of innovative training programs in corporate America. Although workplace literacy programs are not specifically addressed, providers may find valuable information related to successful teaching and learning techniques.

Center for Rural Pennsylvania. (1992). *Telelinked business: A new horizon for rural Pennsylvania.* Harrisburg, PA: Author.

This report documents a study to assess the potential of telelinked businesses for rural Pennsylvania. Among the key findings is the importance of active state government involvement in promoting telelinked business development. Report highlights this emerging opportunity to bring renewed economic vitality to rural Pennsylvania. Provides examples of successful telelinked businesses and the advantages for employers, workers, and communities.

Chang, I., & Fox, S. (1989). Deciding on the effectiveness of workplace literacy programs. In M. C. Taylor, G. R. Lewe, and J. A. Draper, (Eds.), *Basic Skills for the Workplace* (pp. 465-480). Toronto: Culture Concepts, Inc.

The purpose of this chapter is to destigmatize formal evaluation and to assist in the systematic development of evaluation processes for workplace literacy programs. Formal program evaluation, apart from informal evaluation, is essential to the improvement and continuance of programs.

Charner, I., & Fox, S. (1989). *Improving workplace literacy through community collaboration.* Washington, DC: Academy for Educational Development, National Institute for Work and Learning.

Presents a process for exploring and examining critical workplace literacy issues and concerns, and developing community action plans for improving workplace literacy. The materials are designed to be used as part of a one-day workshop with community teams comprising representatives of employers, educational institutions, government agencies, organized labor, and community based agencies.

Chase, N. D. (1990). *Hospital Job Skills Enhancement Program: A workplace literacy project* (Curriculum Manual). Atlanta, GA: Center for the Study of Adult Literacy, Georgia State University.

Provides insightful background information about the development of the curriculum, including the steps in its development, examples, and guidelines for implementing similar programs in other settings.

Cheatham, J. B., Colvin, R. J., & Laminack, L. L. (1993). *Tutor: A collaborative approach to literacy instruction* (7th Ed.). Syracuse, NY: Literacy Volunteers of America, Inc.

Provides useful background information on adult learning and teaching, and ideas, approaches, and strategies for teaching reading, writing, and comprehension. Valuable resource for staff development and curriculum implementation.

Cheatham, J. B., & Lawson, V. K. (1990). *Small group tutoring: A collaborative approach for literacy instruction.* Syracuse, NY: Literacy Volunteers of America, Inc.

A practitioner's guide to using small group tutoring. Provides background reading on the philosophy of collaborative learning and suggestions for using the strategy. Good resource for workplace literacy programs that wish to develop learners' group problem solving, decision making, and communication skills.

Chisman, F. P. (1989). *Jump start: The federal role in adult literacy.* Washington, DC: Southport Institute for Policy Analysis.

Describes the fragmentation of service provision for basis skills training. Argues for a national focus to provide leadership, direction, and coordination. Makes specific recommendations for executive leadership and legislative initiatives.

Chisman, F. P. (1989). Toward a literate America: The leadership challenge. In F. P. Chisman and Associates (Eds.), *Leadership for Literacy: The Agenda for the 1990s* (pp. 1-24). San Francisco, CA: Jossey-Bass.

Presents an overview of the current national response to the problem of illiteracy, discusses barriers to program quality, and makes recommendations for leaders to solve the problem.

Chisman, F. P. (Ed.). (1990). *Leadership for literacy: The agenda for the 1990s.* San Francisco, CA: Jossey-Bass.

Nine authors who have been instrumental in efforts to restructure the literacy field provide an overview of the field. Good background information for service providers as well as for government, business, and community leaders.

Chisman, F. P. (1992). *The missing link: Workplace education in small business.* Washington, DC: The Southport Institute for Policy Analysis.

A summary report of a two-year investigation of basic skills and other training programs in small firms. An increasing number of small firms are forming partnerships with local educators and their workers to craft workforce literacy programs tailored to their needs. The results are often dramatic in terms of productivity, quality, and a shift in corporate culture from a top-down management approach to a more cooperative relationship between workers and the firm.

Chisman, F. P., Wrigley, H. S., & Ewen, D. T. (1993). *ESL and the American dream.* Washington, DC: Southport Institute for Policy Analysis.

Comprehensive assessment of adult ESL service in the U. S. Presents an overview of the need, the service system, program providers, political implications, and future challenges of the field. Useful resource for workplace literacy programs with an ESL component.

Collino, G. E., Aderman, E. M., & Askov, E. N. (1988). *Literacy and job performance: A perspective.* University Park, PA: Institute for the Study of Adult Literacy, The Pennsylvania State University.

Provides an orientation to information about literacy and job performance. Also contains summaries of selected tests and an extensive bibliography, which may be useful for orientation and in preparation of grant proposals.

Collins, S. D., Balmuth, M., & Jean, P. (1989). So now we can use our own names, and write the laws by which we live: Educating the new U. S. workforce. *Harvard Educational Review, 59*(11),454-467.

The authors describe a pioneering program in workplace literacy begun in 1988 by two trade union organizations, the Central Labor Council and the Consortium for Worker Education in New York City. Authors argue that both programs were successful because they were responsive to the learners' concerns, which included their jobs and their families. Different methods of instruction, such as student-centered approaches and computer models, are discussed.

Commonwealth of Massachusetts, Department of Education. (1993). *Workplace education: Resource Series.* Maiden, MA: Author.

Staff development and curriculum development resource series for workplace literacy programs includes: *Workplace Education Mentoring Pilot Project Final Report; Workplace Education Sample Evaluation Report; Agency and Partnership Based Orientation Program for Workplace Educators; Workplace Education Mini-Course Pilot Project Final Report; Transforming the Training Manual into a Learning Experience; Math in the Workplace; Learning Differently in Adult Education: Development of a Learning Disabilities Component at Hampden Papers, Inc.; The Role of Counseling in Workplace Education;* and *Educational and Career Counseling at New England Medical Center.*

Cook, C., & Godley, V. (Eds.). (1989). *Workplace literacy: A curriculum development guide.* Wilmington, MA: Altron, Inc. and Lowell, MA: Cambodian Mutual Assistance Association.

Describes a program to design and implement a workplace literacy program for ESL adults that used a participatory approach. Helpful resource for programs with a similar philosophy.

Crandall, J. & Peyton, J. K. (Eds.). (1993). *Approaches to adult ESL literacy instruction.* Washington, DC: Center for Applied Linguistics and Delta Systems Company, Inc.

Experienced educators discuss five successful approaches to ESL instruction: competency-based approach, whole language approach, language experience approach, participatory approach, and learner-generated writing. Provides important background information on the theory behind the approaches as well as sample instructional strategies and activities and related readings and resources. Should be useful for every workplace literacy program with an ESL component.

Cumming, J. (1993). *Effective provision of literacy and numeracy instruction for long-term unemployed persons.* London: Adult Literacy and Basic Skills Unit (ALBSU).

Summarizes major issues in workplace literacy in Australia. Found that if a program focused only on the skills needed to do a job, the students would have little opportunity of improving their general literacy or numeracy abilities. Also found that effective vocationally-oriented programs tried to balance the development of skills that were specific to undertaking a job with the more general literacy and numeracy needs of the participants.

D'Amico, D. (1993). *Worker, workforce and workplace literacy: New York City programs and perspectives.* New York: Literacy Assistance Center, Inc.

Examines the issues and underlying assumptions of programs preparing adults for entering and advancing in the workplace. The report profiles selected programs within NYC to highlight different philosophies practices, objectives, and accomplishments of diverse work-centered initiatives. Includes recommendations and conclusions.

D'Amico-Samuels, D. (1990). *African-American perspectives: Program guidelines for recruitment and retention.* New York: Literacy Assistance Center.

Report on a study to gain information about those processes that encourage or hinder enrollment and retention of native-born African-Americans in adult literacy programs. Workplace literacy programs with a substantial population of African-Americans will be interested in the Summary and Discussion sections of the report.

Darling-Hammond, L. (Ed.). (1993). *Review of research in education.* Washington, DC: American Educational Research Association.

Excellent overview of recent educational research. Chapter by Sue Berryman, "Learning for the Workplace," is especially relevant for people interested in workplace education. Author reviews the research and discusses implications of changes in the nature and structure of work.

Dertouzos, M. L. (1991, September). Communications, computers, and networks. *Scientific American*, pp. 62-69.

Author states that the information age will be based on computers and the networks that connect them. Business mail will reach its destination in five seconds instead of five days. This article is part travelogue to the wonders of the information age, and part warning about the problems we may expect. For example, technology may widen the gap between rich and poor. Author argues for a communications infrastructure with flexible information transport capabilities, common services, and common communications conventions. Includes further readings.

Dowling, W. D., Pritz, S. G., DeStefano, J. S., Imel, S., Puleo, N. F., Girkins, M., Collins, J. H., & Connor, P. M. (1992). *Workplace literacy for world class manufacturing.* Columbus, OH: Ohio State University, College of Education.

Final report detailing the use of a whole language approach (with an emphasis on higher order thinking skills) in a union/education/business partnership to improve employees' literacy skills at Inland Fisher Guide Division of General Motors (IFG/GM). Provides extensive information on program implementation. Service providers should be especially interested in the ideas included in the appendices, such as sample lessons, materials, questionnaires, and program checklists.

Draper, J. A. (1991). Understanding values in workplace education. In M. C. Taylor, G. R. Lewe, and J. A. Draper, (Eds.), *Basic Skills for the Workplace* (pp. 85-105). Toronto: Culture Concepts, Inc.

This chapter begins by raising a number of philosophical questions and examining some reasons to reflect on and articulate our personal philosophy. This is followed by a description and discussion of five philosophical orientations: liberal, behaviorist, progressive, humanist, and radical. The relevance of each of these to workplace education programs is illustrated. Author discusses how our values are expressed in our daily behavior and language as well as some of the words used in workplace programs.

Draper, J. A., & Taylor, M. C. (Eds.). (1992). *Voices from the literacy field.* Toronto: Culture Concepts, Inc.

Compilation of case studies from Canada, especially Ontario, that reflect effective practice in literacy education. Some of the case studies appear in French and English translations because of their significance in understanding the concerns of cultural groups. The book is organized into six sections: foundations, case studies on community building, special needs, activating student participation, language and culture, and workplace

literacy. The workplace literacy section includes chapters on collaboration and partnerships, literacy training, and collaborative learning.

Drew, R. A., & Mikulecky, L. (1988). *How to gather and develop job-specific literacy materials for basic skills instruction.* Bloomington, IN: The Office of Education and Training Resources, School of Education, Indiana University.

Practitioner's guide for determining job-related basic skills by providing guidelines and questions for gathering information about literacy tasks on the job. Provides examples of literacy task analyses and techniques for instructions.

Droms, K. (1992). *A guide to developing tools to evaluate adult literacy courseware.* University Park, PA: Institute for the Study of Adult Literacy, The Pennsylvania State University.

This manual gives general guidelines for selecting good computer-based training, as well as specific advice for adult literacy training. Droms shows literacy providers how to analyze instructional needs, critique courseware design and development, and integrate courseware into existing programs.

Education Writers Association. (1988). *Can we stand and deliver? Mathematical literacy in the workplace.* Washington, DC: Author.

Looks at math literacy from the perspective of future workforce needs. Authors explore the changing workplace and math tasks and the scope of the problem of basic math skill deficiencies.

Education Writers Association. (1990). *Training for work: What the U. S. can learn from Europe.* Washington, DC: Author.

Part I provides an overview of a study to examine school-to-work transition programs for youth and retraining programs for adult workers in West Germany, Sweden, and England. Implications for U. S. policy and practice are given. Part II contains 16 newspaper clippings related to the topic.

Education Writers Association. (1991). *Is the story literacy, decent jobs, or political will? A reporter's guide to emerging adult literacy issues.* Washington, DC: Author.

This report is based on actual case studies of adults seeking literacy help in six communities around the country. Settings for programs included communities, welfare programs, and employer-based programs. Authors suggest that the following points should be explored in the future: the successes of programs; the nature of math requirements in the workplace; impact of support services; coordinated service provision; coordination with community efforts; and implications for policy.

Education Writers Association. (1991). Myth #15: Management and labor agree on literacy goals. *The Literacy Beat, 4*(3). Washington, DC: Author.

Discusses the different viewpoints on workplace literacy efforts held by labor unions and management.

Enterprise Foundation. (1991). *Words for life: A report on a community-based adult literacy program.* Columbia, MD: Author.

Describes a Department of Labor-funded project to develop a workplace program which was community-based, rather than company- or school-based. The program used a learner-centered approach, with classroom instruction and a computer laboratory. The program also used a case-management approach to provide integrated human services to participants. Program staff felt that poverty and illiteracy create a "complex web of problems with housing, health, and family stability" and that a community-based program must maintain its presence in the neighborhood for at least three to five years for positive impact.

ERIC Clearinghouse on Adult, Career, and Vocational Education. (1991). *Trends and issues: Vocational education involvement with business/industry/labor.* Columbus, OH: Author.

Print resources and organizational resources are provided for vocational educators to develop partnerships with business, industry, and labor.

Faison, T. E., Vencill, M. P., McVey, J. W., Hollenbeck, K. M., & Anderson, W. C. (1992). *Ahead of the curve: Basic skills programs in four exceptional firms* (A Report of the Project on Corporate Decision-Making and Basic Skills Training in Small and Medium-Sized Firms). Washington, DC: Southport Institute for Policy Analysis.

Provides case studies of how four small manufacturing firms provided basic skills training to their workers. Each study describes the program's setting, the company and its workforce, forces of change, the training program, its impacts and outcomes, and conclusions and lessons learned.

Fellenz, R. A. (Ed.). (1988). *Cognition and the adult learner.* Bozeman, MT: Center for Adult Learning Research, Montana State University.

Seven articles provide research background information on cognitive learning theory. Workplace literacy programs may be interested in chapters concerning problem solving and technology and adult cognition.

Fellenz, R. A. & Conti, G. J. (1989). *Learning and reality: Reflections on trends in adult learning.* Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

Provides useful background information on real-life learning, learning styles and strategies, memory, metacognition, critical thinking, and the social environment and learning. Conclusions provide thought-provoking reading about how programs can empower adult learners.

Fellenz, R. A., & Conti, G. J. (1990). *Social environment and learning.* Bozeman, MT: Center for Adult Learning Research, Montana State University.

Presents insights into adult learning in the social environment; includes an interview with Miles Horton (founder of Highlander Center) by Bill Moyers as well as an article by Horton on his views on learning in the social environment. Other chapters explore the way adults perceive the world, solve problems, interpret their experiences, and aspects of culture that dominate our visions.

Fingeret, H. A. (1989). Changing literacy instruction: Moving beyond the status quo. In F. P. Chisman and Associates (Eds.), *Leadership for Literacy: The Agenda for the 1990s* (pp. 25-50). San Francisco, CA: Jossey-Bass.

Author discusses issues in literacy instruction, such as theories and goals of learning, expanding roles for students, and control of the system. Recommends that we create a pluralistic, high-quality network system and that we integrate literacy development with other social issues such as poverty, housing, crime, and health care.

Fingeret, H. A. (1991). Meaning, experience, and literacy. *Adult Basic Education, 1*(1), 4-11.

Argues that many literacy educators believe that mainstream literacy work is not responding well to students' unique situations, cultural backgrounds, or linguistic and cultural richness. Discusses why literacy education and curricula must be about meaning and the way culture shapes the meanings we attach to experience and to text. Argues that students must become partners in curriculum development and instruction because it is the students' backgrounds that make the teaching and learning process effective and meaningful.

Fingeret, H. A. (1992). *Adult literacy education: Current and future directions* (An Update). Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

Thoughtful exploration of definitions and purposes of literacy and power issues related to literacy education. Also examines current issues (such as policy, literacy and work, literacy and women and families, and assessment) from different perspectives.

Fingeret, H. A., & Danin, S. T. (1991). *"They really put a hurtin' on my brain": Learning in Literacy Volunteers of New York City.* Durham, NC: Literacy South.

Comprehensive qualitative and quantitative study of the program impacts of Literacy Volunteers of New York City. Researchers examine changes in learners' literacy skills, self-concept, attitudes and beliefs related to literacy development, and their involvement in literacy tasks outside the program. Workplace literacy programs may be interested in the evaluation design as well as the findings, particularly the findings concerning learners' involvement with literacy tasks outside the program.

Fingeret, A., & Jurmo, P. (Eds.). (1989). *Participatory literacy education.* New Directions for Adult and Continuing Education, No. 42. San Francisco, CA: Jossey-Bass.

Provides an overview of participatory literacy education, including historical and conceptual background information and case studies of participatory literacy education in practice. Recommendations for future development of the participatory approach are given.

Fitch, A. (1993, August). *Workplace ESL literacy education* (NCLE Minibib). Washington, DC: National Clearinghouse on Literacy Education.

Bibliography of ERIC materials pertaining to ESL programs in the workplace. Contains annotations, ERIC numbers, and ordering information.

Fitch, A. (1994, August). *Workplace ESL literacy programs* (NCLE Minibib). Washington, DC: National Clearinghouse on Literacy Education.

Bibliography of ERIC materials pertaining to ESL programs in the workplace. Contains annotations, ERIC numbers, and ordering information.

Flannery, D. D. (Ed.). (1993). *Applying cognitive learning theory to adult learning.* New Directions for Adult and Continuing Education, No. 59. San Francisco, CA: Jossey-Bass.

Eight chapters cover various aspects of cognitive learning theory and practical applications. Topics include perceptual modalities, global and analytical ways of processing information, affective components of processing information, memory, learning style instruments, learning how to learn, cognitive apprenticeship, and a summary of major points.

Forlizzi, L. A., Carman, P. S., & Askov, E. N. (1993). *Project Lifelong Learning: Five strategies for achieving national education goal 5.* University Park, PA: Institute for the Study of Adult Literacy, The Pennsylvania State University.

Funded by the U. S. Department of Education, Office of Educational Research and Improvement, *Project Lifelong Learning* informs educators and the public about successful strategies which will move the country toward achieving National Education Goal 5: Adult Literacy and Lifelong Learning. This monograph describes the framework of the project and provides supporting documentation for each of the effective strategies identified by the project staff.

Fowler, R. (1992). How to build a successful program in the workplace. *Adult Learning, 3*(8), 17-18.

Describes a workplace literacy program in the Hampden Paper Company. Recommendations include: 1) avoid calling the program a "literacy program" as employees have a negative connotation of the word; 2) make curriculum work-related; and 3) offer computers (their program doubled the enrollment when they added this program component).

Fox, T. A. (1990). Advancing, developing, and administering a workplace literacy program: A Canadian case study. *Adult Literacy and Basic Education, 14*(3), 243.

Discusses innovative strategies used to address the high incidence of illiteracy in Canada. For example, one strategy is the implementation of literacy peer tutoring in the industrial setting. Laubach Literacy of Canada has coordinated a co-worker literacy tutoring program in St. Catherines, Cape Breton, and Winnipeg. The findings from a 3-year project relate to employer and employee attitudes toward the program, problems in attracting learners, the role of literacy coordinators in their relationship to learners and company personnel, and recommendations for future programs.

Gall, I. (1993). *Issues and challenges in adult numeracy.* Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

The numeracy issue has received little attention. This report discusses the place of numeracy in adult education, examines conceptions of what numeracy and numeracy provision might include, and explores links between literacy and numeracy provision. Questions pertaining to teacher preparation and instructional frameworks are raised, and tentative implications for policy and practice are discussed.

Gallup Organization. (1994, June). *Society for Human Resource Management (SHRM) training and continuous learning* (Survey Report). Princeton, NJ: Author.

The Gallup Organization was commissioned by SHRM to conduct a study of SHRM members on continuous learning and organization training. 5000 members were randomly selected and mailed a questionnaire. The objectives of the research were to measure the types and extent of training provided by organizations for various occupational groups; explore the issue of new skills training, retraining, and remedial training; and explore companies' use of outside training sources.

Glennan, T. K. (1989). *Education, employment, and the economy: An examination of work-related education in greater Pittsburgh.* New York: The RAND Corporation.

Study describes the changing economy of the Pittsburgh region and the education and the training system that serves the region's needs. Provides recommendations to develop leadership and improve and strengthen linkages.

Gordon, E. E., & Askov, E. N. (1993). *Workforce education: Improving educational skills* (Report). Washington, DC: American Society for Training and Development.

Authors include suggestions for good instruction to prevent dropout from training programs. Report also includes checklist for evaluating adult literacy software and a summary of the Pennsylvania state survey of technology use in programs.

Gordon, E. E., Morgan, R. R., & Ponticell, J. A. (1994). *Futurework: The revolution reshaping American business.* Westport, CT: Praeger.

Authors present arguments and applications for using a cognitive training approach to improve thinking, problem solving, and comprehension abilities in workplace training programs. Authors also discuss the importance of using the approach in a restructured workplace that emphasizes total quality management.

Gordon, E. E., Ponticell, J. A., & Morgan, R. R. (1991). *Closing the literacy gap in American business: A guide for trainers and human resource specialists.* New York: Quorum Books.

Documents the workforce literacy crisis and explains why current programs fail to close the widening workplace education gap. Provides business and service providers with effective and practical ways to improve the literacy and productivity of employees which are based on case studies of successful programs.

Gore, A. (1991, September). Infrastructure for the global village. *Scientific American*, pp. 150-153.

Gore argues for federal investment in the critical infrastructure of the "information superhighway." Discusses funding; argues that the development costs of approximately $390 million in federal funds will greatly enhance the productivity and value of the other research and education dollars that will be spent.

Gowen, S. G. (1992). *The politics of workplace literacy: A case study.* New York: Teachers College Press.

Ethnographic study of a workplace literacy program in which the views of the different stakeholders (providers, directors, learners, management) are described and analyzed. Provides an in-depth look at the subtle complexities of a workplace literacy program in a hospital setting in the south.

Greenberg, E. R., Canzoneri, C., & Straker, T. (1994). *1994 AMA survey on basic skills testing and training.* New York: American Manufacturing Association.

Report on the findings of the AMA's eighth annual survey questionnaire on workplace testing of job applicants and employees and the training provided. Clear, concise graphic illustrations and short narratives illustrate the key findings.

Grubb, W. N., Brown, C., & Bradby, D. (1991). *Readin', writin', and 'rithmetic one more time: The role of remediation in vocational education and job training programs.* Macomb, IL: National Center for Research in Vocational Education, Materials Distribution Service.

Authors argue for three policy directions centered on coordination, program effectiveness, and effective teaching methods. Authors recommend establishing a tracking system between remedial and vocational education and job training, creating evaluation mechanisms, and tackling the question of teaching methods.

Grubb, W. N., Dickinson, T., Giordano, L., & Kaplan, G. (1992). *Betwixt and between: Education, skills, and employment in sub-baccalaureate labor markets.* Macomb, IL: National Center for Research in Vocational Education, Materials Distribution Center.

The sub-baccalaureate labor market is defined as those who do not have baccalaureate degrees but have a high school diploma. This report examines the characteristics of the market and its relationship with education providers and the employers who hire that market. Workplace literacy service providers may be interested in the section concerning education providers.

Haigler, K. O. (1990). Building ties among literacy programs: Achieving strength through cooperation. In F.P. Chisman and Associates, *Leadership for literacy: The agenda for the 1990s* (pp. 51-71). San Francisco, CA: Jossey-Bass.

This chapter describes networking and collaboration to provide for adults most in need of services. Barriers to and recommendations for effective linkages are described.

Haigler, K. O., & Stein, S. G. (1994). *Workplace literacy training in modernizing manufacturing environments: Using the principles of cognitive psychology.* Washington DC: National Governors' Association, Training and Employment Program, Center for Policy Research.

This report discusses the importance of encouraging and promoting high performance organizations and continuous learning and improvement. Includes specific examples drawn from case studies of companies that have attempted to accomplish this goal. Authors stress the importance of connecting what workers already know with how they learn from one another in interaction with

the job environment and that such strategies are more likely to lead learners to view workplace education as a continuous, lifelong enterprise.

Hansen, J. F. (Ed.). (1994). *Preparing for the workplace: Charting a course for federal postsecondary training policy.* Washington, DC: National Academy Press.

Explores federal role in four kinds of work-related post-high-school training: 1) qualifying training to prepare future workers; 2) skills improvement training for employed individuals to upgrade and advance; 3) retraining for displaced workers; and 4) "second chance" training to combine basic and job skill training. Concludes that the most important task facing the federal government is to help the nation focus its attention on linking the various pieces of postsecondary training. Includes principles to guide and improve federal training and guidelines to foster high-quality programs and encourage systemic reform.

Harlow, D. B., & Askov, E. N. (1994). *Partners for employees' progress (PEP)* (Final Report). Roxboro, NC: Piedmont Community College.

Final report of a National Workplace Literacy Project to replicate a workplace literacy model (developed under a previous grant) in two sites: Collins & Aikman Corporation and Burlington Industries. The PEP project successfully involved all of the key players (educators, employees, and employers) in curriculum development, recruitment, retention, evaluation, and project management. Chapters include an executive summary, a report on the external evaluation, site reports, dissemination activities, and materials lists.

Hart, K. D. (1991). Understanding literacy in the Canadian business context: Conference board of Canada study. In M. C. Taylor, G. R. Lewe, and J. A. Draper, (Eds.), *Basic Skills for the Workplace* (pp. 21-32). Toronto: Culture Concepts, Inc.

Presents the findings of an important survey of Canadian corporate experience of literacy problems among employees and their response to the challenges this phenomenon presents.

Hart-Landsberg, S., & Reder, S. (1993). *Teamwork and literacy: Learning from a skills-poor position.* Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

Describes a study of a literacy program for low literacy level ("skills-poor") workers in an automotive parts manufacturing company that restructured into a "high performance" organization. Study looked at company-wide emphasis on teamwork, the role of literacy in the workplace, learning opportunities and limits, and experiences of the workers.

Hawrysh, B. (1991). How to identify workplace communication skills in the British Columbia sawmill industry. In M. C. Taylor, G. R. Lewe, and J. A. Draper, (Eds.), *Basic Skills for the Workplace* (pp. 203-215). Toronto: Culture Concepts, Inc.

In a jointly sponsored program, the council of Forest Industries of British Columbia and the International Woodworkers Association of Canada designed a research project focused on supervisory and production workers in the sawmill industry. The study produced information on how to initiate a research project of this kind. It has also developed greater awareness on the inherent problems in typical manufacturing settings and has stimulated discussion and planning on how to address the problems of effective communication in a changing workplace.

HEATH Resource Center and National Adult Literacy and Learning Disabilities Center. (1994). *National resources for adults with learning disabilities.* Washington, DC: Author.

Valuable resource for any workplace literacy program concerned with meeting the needs of learners with special learning needs. Resources are organized into centers, education, LD organizations, Attention Deficit Disorder (ADD) organizations, employment, technology, life management, and publications.

Henerson, M. D., Morris, L. L., & Fitz-Gibbon, C. T. (1987). *How to measure attitudes.* Newbury Park, CA: Sage Publications, Inc.

Useful resource for program evaluators as well as service providers. Acquaints readers with the major issues and tasks concerning the design and use of instruments that measure attitudes, including self-reports, questionnaires, and rating scales. Also discusses validity and reliability, and summarizing and analyzing data.

Herman, J. L., Morris, L. L., & Fitz-Gibbon, C. T. (1987). *Evaluator's handbook.* Newbury Park, CA: Sage Publications, Inc.

Provides an overview of evaluation, procedural phases for conducting formative and summative evaluations, a guide for conducting a small experiment, and a sample evaluation report.

Hirsch, D., & Wagner, D. A. (Eds.). (1993). *What makes workers learn: The role of incentives in workplace education and training.* Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

Twelve chapters explore the values of incentives for adult learning in the workplace. The book is organized in six sections: financial incentives; legal incentives; work organization incentives; incentives and learning methods; literacy and basic skills; and comparing industrialized and developing nations.

Hirschhorn, L. (1993). Organizational change and adult learning. In D. Hirsch & D. A. Wagner (Eds.), *What Makes Workers Learn: The Role of Incentives in Workplace Education and Training* (pp.73-86). Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

Discussion of organizational learning is often too general. People equate organizational learning with the maturity, wisdom, and intelligence of the organization's members. These discussions fail to highlight how organizational life shapes learning. This chapter explores organizational learning from the sociotechnical tradition, and emphasizes how learning tools (the technical domain) and groups (the social domain) interact to create learning opportunities.

Hoachlander, E. G., Kaufman, P., & Wilen, E. (1990). *Indicators of education and the economy.* New York: National Center on Education and the Economy, Columbia University.

Reviews trends and issues concerning the effects of the changing economic structure on skills requirements of jobs and the future job market. Discusses the need for flexible production and flexible workers with a wide range of skills and abilities. Research-based report with statistics and charts illustrating changes in specific occupations and demographics.

Hollenbeck, K. (1993). *Classrooms in the workplace: Workplace literacy programs in small and medium-sized firms*: Kalamazoo, MI: W. E. Upjohn Institute for Employment Research.

Report on a study of workplace literacy initiatives in small and medium-sized businesses in Wisconsin. Study used surveys and on-site case studies of employers to explore need, incidence, reasons why they offered programs, characteristics of firms with and without programs, and program impacts. Some significant findings include: 1) employers reported that 25-40% of hourly employees have some basic skills deficiencies; 2) significant share of employers responded to deficiencies by increasing hiring standards or by reorganizing work; 3) firms offered programs because they received subsidies and employees' well-being improved; 4) firms did not offer programs because they said basic skills were not a problem or they needed more information; and 5) firms with programs have more employees, on average, than firms without programs and are more likely to be from the manufacturing sector.

Hollenbeck, K. (1993). *The economic payoffs to workplace literacy.* Kalamazoo, MI: W. E. Upjohn Institute for Employment Research.

Discusses the results from two national surveys: the National Household Education Survey (NHES, 1991) and the Current Population Survey (1991). The author concludes from the data that participants experience an 11-17% increase in earnings, although the increases are not evenly distributed among participants. The author also suggests that policymakers need to ensure that employers have increased accessibility to capital and are aware of the potential costs and benefits of programs.

Home Builder Institute, The Educational Arm of the National Association of Home Builders. (1989). *Craft math: Basic math for carpentry and building maintenance.* Washington, DC: Authors.

Useful resource for workplace literacy programs concerned with math instruction in the carpentry and building maintenance trades. Publication is a hands-on learning program, designed to enhance and be integrated with skills training; uses the traditional apprenticeship model of "learning by doing."

Howland, M. (1988). *Plant closings and worker displacement: The regional issues.* Kalamazoo, MI: W. E. Upjohn Institute.

Reviews the current state of plant closings and explores patterns of plant closings, job dissolution, and economic growth. Provides policy implications and directions for further research.

Hoyt, K. B. (1991). The concept of work: Bedrock for career development. *Future Choices, 2*(3), 23-29.

Hoyt contrasts freely chosen work with "drudgery." Argues that these definitions have implications for career development professionals, such as to emphasize the importance of work values in ways that protect the freedom of choice for the individual; place emphasis on humanizing the workplace for oneself; and maintain a high priority on the need to provide equity of career development for all persons.

Hull, G. (1991). *Hearing other voices: A critical assessment of popular views of literacy and work.* Berkeley, CA: National Center for Research in Vocational Education, University of California.

Presents alternative views of workplace literacy and the need for programs to address workers' points of view.

Illinois Literacy Resource Development Center. (1993). *Learning that works: Basic skills programs in Illinois corporations: Programs and structures, Report #1.* Champaign, IL: Author.

Provides background information on how and why basic skills programs exist, describes the structure and function of programs at small and medium-sized businesses in Illinois, and presents recommendations to educators, business representatives, and policy makers.

Illinois Literacy Resource Development Center. (1993). *Learning that works: Basic skills programs in Illinois corporations: Programs and structures, Report #2.* Champaign, IL: Author.

Outlines and interprets the policy interventions managers did and did not favor to advance the growth of basic skills programs; examines existing state policy strategies; and makes recommendations to promote a coordinated statewide system.

Imel, S. (1991). Choosing workplace literacy resources. In M. C. Taylor, G. R. Lewe, and J. A. Draper, (Eds.), *Basic Skills for the Workplace* (pp. 389-407). Toronto: Culture Concepts, Inc.

Practitioners need information in order to answer questions about workplace literacy programs. A framework for organizing the literature base in workplace literacy is proposed and described using relevant resources. Twenty-three of the 36 resources discussed were published either during 1990 or 1989. Some trends in the development of the literature base are noted. A list of organizations that can be consulted for further information concludes the chapter.

Imel, S., & Kerka, S. (1992). *Workplace literacy: A guide to the literature and resources.* Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

Thorough guide to resources in workplace literacy. Provides an overview of issues and trends related to workplace literacy; hints for locating resources, references, and materials; annotated bibliography of resources and references; resource organizations, and ERIC information. Also includes ERIC Document numbers of National Workplace Literacy Programs funded during the first three cycles.

International Masonry Institute and the International Union of Bricklayers and Allied Craftsmen. (1990). *Literacy and trowel trades project: Evaluation report.* Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

Describes a workplace literacy program designed by the International Masonry Institute and the International Union of Bricklayers and Allied Craftsmen. The three delivery systems used to deliver instruction were videotape, individual tutoring, and computer-assisted instruction. Computer-assisted instruction was found to be an ineffective method of instruction until software appropriate for adults and specific to the trades was found. A sample individualized learning plan and a literacy assessment instrument are included.

Ioannou, M., Nore, G., Poulton, B., & Thompson, S. (1991). How to assess learners and build workplace literacy programs. In M. C. Taylor, G. R. Lewe, and J. A. Draper, (Eds.), *Basic Skills for the Workplace* (pp. 131-146). Toronto: Culture Concepts, Inc.

This chapter describes Frontier College's method for determining learning needs and developing programs within organizations to meet these needs. Informing senior managers, carrying out organizational needs assessments, and implementing volunteer tutoring programs are described. Program evaluation is also discussed.

Jackson, G. B. (1990). *Measures for adult literacy programs.* Washington, DC: Association for Community Based Education and the ERIC Clearinghouse on Tests, Measurement, and Evaluation.

Presents reviews of 63 instruments that are designed to measure student outcomes. Includes information about each instrument's purpose, description, administration, alternate forms, reliability and validity, scoring and interpretation, comments, availability, cost, and source. Useful resource to help programs compare and select assessment instruments.

Jackson, M. A. (Ed.). (1992). *Wisconsin workplace partnership training program.* Wisconsin Dells, WI: U. S. Department of Education.

Provides summaries of a meeting among project partners in the Wisconsin Workplace Partnership Training

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Program (WWPTP), including the Wisconsin Board of Vocational, Technical, and Adult Education, the Wisconsin State AFL-CIO, and Wisconsin Manufacturers and Commerce.

Jasinowski, J. (1990). *America's work force in the 1990s: Trends affecting manufacturers.* Washington, DC: National Association of Manufacturers.

Reports on ten basic trends that pose significant questions for human resource policy. Issues include maintaining an adequate labor supply; resolving conflicting needs of work and family; fully integrating minority workers; increasing employee involvement in the work process; and improving the educational preparation of all workers.

Johnson, A. W., & Summers, A. A. (1993). *What do we know about how schools affect the labor market performance of their students?* Philadelphia, PA: National Center on the Educational Quality of the Workforce, University of Pennsylvania.

Explores existing evidence on the effect of various characteristics of the schooling experience on students' labor market performance, especially students who enter labor force directly from high school. Presents a detailed summary of the findings of research studies and a section on what we need to know, specifically the labor market performance of graduates who do not go on to college.

Johnston, W. B., & Packer, A. B. (1987). *Workplace 2000: Work and workers for the 21st century.* Indianapolis, IN: Hudson Institute.

Important publication for service providers to obtain background perspective on the future workplace and workforce. Describes four key trends that will shape the last years of the twentieth century: economic growth, the growth of the service industry, the changing composition of the workforce, and the skill requirements of jobs in the service industry. Discusses the issues these trends raise for policy and policymakers.

Jones, P. C. (1991). Understanding basic workplace skills in a changing business environment. In M. C. Taylor, G. R. Lewe, and J. A. Draper, (Eds.), *Basic Skills for the Workplace* (pp. 33-49). Toronto: Culture Concepts, Inc.

Explores the dimensions of the illiteracy problem in Canada, particularly in the workplace. Addresses the question of terminology by highlighting the current thinking on minimum standards and situational definitions and depicts the need for basic skills training in a changing business environment.

Kaplan, D., & Venezky, R. L. (1993). *What can employers assume about the literacy skills of GED graduates?* Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

Report on a study that used a subsample of young adults from the *Young Adult Literacy Survey*. Results suggest that employers can assume that certain reliable differences in skills remain between educational groups after taking into account differences in demographic characteristics. The implication for employers is that young adult applicants with a GED diploma are roughly equivalent to high school graduates in literacy skills, and significantly better than non-GED dropouts.

Kinsey, P. (1991). Workplace ESL and literacy: A business and education partnership. In M. C. Taylor, G. R. Lewe, and J. A. Draper, (Eds.), *Basic Skills for the Workplace* (pp. 299-313). Toronto: Culture Concepts, Inc.

This chapter explains how to initiate and implement a workplace partnership between an education institution and business. The partnership model featured is between the city of Scarborough Board of Education (greater Metropolitan Toronto) and the Scarborough business community. Scarborough Board's Workplace Classes program has been in operation since September 1986, and in 1989 approximately 900 employees participated in classes.

Kitzmann, R., Benson, J., Dignan, R., & Bethke, E. (1988). *A guide to curriculum planning in technology education.* Madison, WI: Wisconsin Department of Public Instruction.

Although intended for public school personnel, this guide may be useful for workplace literacy programs that integrate technology education into the program. Guide includes information about philosophy, planning, influences, development, content, delivery, and resources.

Kizilos, P. (1990). Crazy about empowerment? *Training, 27*(12), 47-56.

Discusses empowering workers to work hard, help themselves, and feel good about what they are doing. Gives suggestions for empowering employees, such as encouraging information and resource sharing, encouraging employees to examine their own values and belief systems, and enhancing communication.

Koloski, J. A. and Associates. (1993). ***Effective service delivery in adult literacy programs: A policy review and recommendations.*** **Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.**

New legislation mandated coordination between adult basic education and the JOBS and JTPA programs. However, systemic problems in the legislative and administrative policies surrounding these programs have prevented public policy from achieving its intended goal of fostering a more coordinated, effective, and enhanced delivery system. This report reviews the policies and makes recommendations for the development of an effective continuum of services.

Koppel, R. (1990). ***Pennsylvania employers' perceptions of workers' skills, abilities, and attitudes*** **(Report to the Pennsylvania Occupational Information Coordinating Committee). Harrisburg, PA: Pennsylvania Department of Labor and Industry.**

In a survey of a representative cross-section of 2,300 Pennsylvania businesses, a majority reported discouraging deficiencies in the skills, abilities, and attitudes of young workers. Employers' ability to introduce new technologies is often limited by the lack of workers with needed skills. Writing, reading, communication, and problem-solving skills were reported to be a problem by about half the firms surveyed. Provides suggested areas where education, business, labor, and government working together can help to bring about improvements.

Krusemark, D. M. (1990). ***Workplace learning: Preparing the workers of today for the workplace of tomorrow.*** **New York: New York State AFL-CIO.**

Labor supply and demographic trends that have an impact on the nation's workforce are explored. Report also examines training programs and collaborative efforts from labor unions, public education, and the business community. Includes brief summaries of federal and New York state legislation and funding as well as recommendations.

Kutner, M. A., Sherman, R., & Webb, L. (1991). ***A review of the National Workplace Literacy Program.*** **Washington, DC: U. S. Department of Education, Office of Planning, Budget, and Evaluation.**

Presents an overview of the NWLP and other efforts to promote workplace literacy. This study explored the following aspects of the program: partnerships, needs assessment, relevant curriculum, instructional and support services offered, recruitment and retention, evaluation, and staff training. Workplace literacy programs should be especially interested in the summary of the findings.

Kutner, M. A., Webb. L., Herman, R., Pelavin Associates. (1993). ***Management information systems in adult education: Perspectives from the state and from local programs.*** **Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.**

Adult education and literacy services are operated by local school districts, community colleges, and community-based organizations throughout the country. There is an expanding need to collect and analyze data about these programs. This study examines the operation of management information systems in 27 states and 21 local programs.

Lajoie, S. P. (1989). Apprenticeship training in the workplace: Computer-coached practice environment as a new form of apprenticeship. ***Machine-Mediated Learning, 3,*** **7-28.**

Air Force technicians who practice with SHERLOCK, a computer-based coached practice environment, show marked improvement in difficult troubleshooting skills. SHERLOCK's strategy is to provide holistic practice in a realistic context, supported by tailored coaching on request. This article compares the approach to other recent cognitive apprentice proposals.

Langenbach, M. (1991). Towards a workplace literacy curriculum model. In M. C. Taylor, G. R. Lewe, and J. A. Draper, (Eds.), ***Basic Skills for the Workplace*** **(pp. 367-382). Toronto: Culture Concepts, Inc.**

Argues that curriculum models are useful devices for analyzing and comparing a variety of adult education practices. Models can be classified according to the primary purpose they serve. Organizational effectiveness models are built around the purpose of improving a product or service. Literacy models are designed to promote more autonomous functioning of a person. A workplace literacy curriculum model must accommodate the two purposes to be successful.

Laubach Literacy Action. (1994). ***By women/for women: A beginning dialogue on women and literacy in the United States.*** **Syracuse, NY: Author.**

Report on a nine-member focus group that met to discuss the barriers and issues that make it difficult for women, in particular, to achieve their literacy goals. The report discusses the many barriers that women learners face.

such as child care needs, attitudes of men and family members, violence, class, lack of self-esteem, and culture. Report may be useful for programs that have a majority of women learners.

Leach, L. N., & Harmon, A. S. (1988). *Annotated bibliography on transition from school to work.* Champaign, IL: College of Education, University of Illinois.

Although this volume specifically addresses workforce initiatives, workplace literacy programs may also find valuable resources and references.

Lewe, G. R. (1991). Understanding the need for workplace literacy partnerships. In M. C. Taylor, G. R. Lewe, and J. A. Draper, (Eds.), *Basic Skills for the Workplace* (pp. 51-66). Toronto: Culture Concepts, Inc.

Discusses the many key elements of partnership building, with a view to helping potential partners forge effective new alliances and assist those who have already done so to assess their own efforts and gauge their success. A description of three workplace literacy program models, based on differing partnership concepts, is also discussed.

Lewe, G. R. (1993). *Reading, thinking, and problem solving workshop: Facilitator's notes and workshop guide.* New Westminster, British Columbia: SkillPlan.

A print curriculum for the construction industry in Canada. Uses critical thinking to teach reading, writing, and problem solving. Good resource for similar programs or a good model for other programs to adapt.

Ley, K., Dauzat, S. V., & Lowery, B. (1992). Local needs assessment for workplace literacy programs. *Adult Learning, 3*(8), 15-16.

This article examines how to solve a regional workplace literacy problem by taking a community-based needs assessment and adapting a needs assessment model to the regional problem.

Lippert, J. (1992). *British Columbia and Yukon Territory construction industry: Basic skills needs assessment.* Ottawa: British Columbia Construction Industry Skills Improvement Council.

Describes the process undertaken to assess the basic skills needed in a whole industry, the questionnaire to obtain theinformation, and conclusions and recommendations. Workplace literacy programs within this field should be interested in this report.

Locke, D. C., & Parker, L. D. (1991). *A multicultural focus on career education.* Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

Studies and theories that support a multicultural focus for career education are presented, such as locus of control and locus of responsibility. Appropriate intervention methods for specific groups (including gender and ethnicity) are discussed. Report also includes background census data illustrating diversity in the United States.

Lovell, M. G. (1993). Technology: How is it used in programs? *Adult Learning, 4*(3), 7-9.

This article examines the way in which changes in technology will increase program access, expand the range of instructional resources available to meet diverse learning needs, and spur coordination among programs.

Lytle, S. L., & Wolfe, M. (1989). *Adult literacy education: Program evaluation and learner assessment.* Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

Monograph provides current literature in the field related to program evaluation and learner assessment. Reviews contrasting perspectives on adults as learners, concepts of literacy, and contexts of education to suggest ways in which decisions about evaluation and assessment may be informed by underlying beliefs or assumptions. Presents a framework for relating program evaluation and learner assessment, for critiquing current efforts, and for planning new directions that address issues of accountability and improvement of practice.

Malone, T. W., & Rockart, J. F. (1991, September). Computers, networks, and the corporation. *Scientific American,* pp. 126-136.

Computer networks are forging new kinds of markets and new ways to manage organizations. The result will be a major change in corporate structure and management style. Article discusses other new trends, such as increased difficulty in keeping a competitive advantage, multilevel communication structures within organizations, and new services based on the speed and ease of work.

Manly, D. (1993). *Workplace education evaluation design checklist.* Madison, WI: Center on Education and Work, University of Wisconsin.

An excellent tool to aid in developing, evaluating, and enhancing workplace education. The checklist may be used to determine the nature of recommended program components, program effectiveness measures, and tools for use in the evaluation process. Author suggests that checklist be completed by all members of evaluation team, including management, labor, and education.

Manly, D. (1994, October). ***Developing curriculum that works – The role of workplace educational skills analysis.*** **Paper presented at the 1994 National Workplace Literacy Program Partners Start-Up Conference.**

Describes the Workplace Educational Skills Analysis Method as developed in Wisconsin. Includes an overview of stages, sample interview checklists, summary report, detailed report, and summary of skills. (Paper is from "Workplace Educational Skills Analysis Training Guide Supplement.")

Marsick, V. J. (Ed.). (1987). ***Learning in the workplace.*** **New York: Croom Helm.**

Collection of articles that reflect the new emphasis on learning as opposed to training or education. Authors argue that this emphasis is consistent with the conditions of modern employment and workplace.

Marsick, V. J., & Watkins, K. E. (1992). Continuous learning in the workplace. ***Adult Learning, 3(4),*** **9-12.**

Argues that people gain an understanding of a situation through previous experiences and by having reflective conversations. Describes how reflective practice can also be used in the workplace. Article gives eight ways that learning can be a reflective practice.

Maxson, J., & Hair, B. (1990). ***Managing diversity: A key to building a quality work force.*** **Columbus, OH: Center on Education and Training for Employment.**

Includes an overview of work force issues, implications for community and technical colleges, empowering learners, and plans of action for diverse groups.

MDC, Inc., Advisory Panel on Southern Workforce Development. (1992). ***Greater expectations: The South's workforce is the South's future.*** **Chapel Hill, NC: Author.**

Report on research concerning demographic trends, projected growth of industry, and current public and private initiatives in the South. Recommendations include that the South should: 1) increase the quality and quantity of training; 2) place a high priority on funding technical and community colleges for service provision; 3) restructure school curriculum to reflect changes in workplace; 4) establish and improve support systems; and 5) "break the grip" of cultural bias.

Meenan, A. L. (1991). Adapting workplace materials for teaching ESL students. In M. C. Taylor, G. R. Lewe, and J. A. Draper, (Eds.), ***Basic Skills for the Workplace*** **(pp. 409-421). Toronto: Culture Concepts, Inc.**

Dramatic changes in the workplace have caused a tension between the nature of job requirements and the skills of workers. An economy once based on labor-intensive jobs has shifted to one based on literacy-intensive jobs. As educational and skill requirements for jobs increase, the largest influx of new workers is from traditionally undereducated groups. One of the most challenging of these groups to adult educators is the non-English speaking immigrant population. Because this group needs immediate skills to survive in the workplace, traditional methods of teaching ESL are considered to be inappropriate. A more appropriate technique for teaching English in an efficient manner is a functional context and competency-based approach.

Merex Corporation. (1991). ***Closing the skills gap: Impact of a workplace literacy program.*** **Tempe, AZ: Author.**

Performance report on a collaborative effort between Merex and Motorola to improve employees' basic reading and math skills and their critical thinking, problem solving, communication, and team building skills. Workplace literacy programs may be interested in the project results as well as the section on a technical writing component of the project.

Merex Corporation. (1993). ***Breakthrough: A case study in organizational transformation.*** **Tempe, AZ: Author.**

Describes a project to improve manufacturing processes and employees' skills and attitudes in two Motorola groups. Project impacts included improvements in basic skills and attitude and behavior changes as well as productivity gains. Workplace literacy programs may be interested in the conclusions and recommendations included in the report.

Merrifield, J., & Lemonds, M. (1989). ***An even chance: Education, community, and work in Tennessee.*** **Knoxville, TN: Center for Literacy Studies, University of Tennessee.**

This report looks at the existing pattern of education levels among adults in all 95 Tennessee counties and at how social and economic factors interact with education. The main findings include: 1) education levels are very unequally distributed in TN; 2) income levels are closely associated with education levels; 3) more rural counties tend to have lower education levels; 4) distribution of jobs may be the most important factor associated with education levels; and 5) presence of high proportion of manufacturing industry in a county on whole has negative implications for education. This report may be especially useful for workplace literacy programs in rural communities.

Merrifield, J., Norris, L., & White, C. (1991). *"I'm not a quitter!": Job training and basic education for women textile workers.* Knoxville, TN: Center for Literacy Studies, University of Tennessee.

Case history of a group of dislocated women textile workers. Conclusions and recommendations may be useful for programs with a majority of women learners.

Mikulecky, L. (1993). Workplace literacy programs: Organization and incentives. In D. Hirsch and D. A. Wagner, (Eds.), *What Makes Workers Learn: The Role of Incentives in Workplace Education and Training* (pp. 137-160). Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

Workplace literacy programs range from well-established government training programs to union-organized programs to less clear-cut partnerships funded by federal, state, and local government in conjunction with employers. Incentives for participation in workplace literacy programs are also diverse. The most direct incentives involve various forms of financial support for students. A key form of this support is employer-paid time while training at the work site. A problem central to providing programs and incentives is determining who is to receive training. There are often several groups who need different sorts of training. Some of the more effective programs provide multiple strands of education, that is, different instruction for different groups. This chapter recounts the nature of effective workplace literacy programs, examines the organization of current programs, and focuses a good deal of attention on incentives for participation.

Mikulecky, L., Albers, P., & Peers, M. (1994). *Literacy transfer: A review of the literature.* Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

A tacit assumption of much literacy learning is that literacy learned in one situation will transfer to most other situations. This report addresses the following three questions: What is the nature of transfer? To what extent does literacy transfer exist? and How can literacy transfer best be facilitated? Literacy ability does transfer to a very limited degree, which is probably attributable to the basic, automatic, internalized aspects of reading (i.e., how to move eyes over a page, recognizing letter/sound relationships, recognizing very basic vocabulary). Learning to transfer mindful strategies (i.e., summarizing, problem solving, studying, writing for multiple audiences, editing, etc.) does not appear to transfer as automatically, but is still possible – at least to tasks that highly resemble the original learning task. The limited nature of the literacy transfer suggests that educators should place even more emphasis on the degree to which education helps learners change their literacy perceptions and life-styles along with their current skills.

Mikulecky, L., & d'Adamo-Weinstein, L. (1991). Evaluating workplace literacy programs. In M. C. Taylor, G. R. Lewe, and J. A. Draper, (Eds.), *Basic Skills for the Workplace* (pp. 481-499). Toronto: Culture Concepts, Inc.

A review of current research on workplace literacy programs reveals few programs reporting rigorous evaluations. Assessments are often limited to completion of questionnaires, surveys of program participants, and anecdotal reports of effectiveness. Among programs for which more rigorous evaluations have been performed, the authors note the following trends: 1) effective programs require significant resources in terms of learner time-on-task; 2) effective private programs report learner cost figures more than double those of average public programs; 3) effective programs integrate basic skills training with workplace technical training.

Mikulecky, L., & Drew, R. (1991). Basic literacy skills in the workplace. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P. D. Pearson (Eds.), *Handbook of Reading Research: Volume II* (pp. 669-689). New York: Longman.

Review of the research in workplace literacy. Provides solid research background information for service providers.

Mikulecky, L., Ehlinger, J., & Meenan, A. L. (1987). *Training for job literacy demands: What research applies to practice.* University Park, PA: Institute for the Study of Adult Literacy, The Pennsylvania State University.

Examines the status of literacy in the workplace; presents a series of literacy theories and evaluates their applicability to job literacy; concludes with a job literacy problem-solving model that can be adapted for use in workplace literacy programs.

Mikulecky, L., Henard, D., & Lloyd, P. (1992). *A guidebook for developing workplace literacy programs.* Bloomington, IN: Indiana University, School of Education.

Guides service providers in developing workplace literacy programs. Provides practical advice and guidelines for: 1) assessing training needs; 2) conducting literacy task analyses; 3) developing custom-designed curriculum; 4) delivering instruction to target groups; and 5) evaluating the program's effects. Report uses examples from the Model Workplace Literacy Training Program for Indiana State Employees.

Mikulecky, L., & Lloyd, P. (1993). *The impact of workplace literacy programs: A new model for evaluating the impact of workplace literacy programs.* Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

Describes a study to develop an impact assessment model at two workplace literacy programs. The model focused on changes in learners' beliefs, literacy practices, and goals. It also examined changes in employer objectives such as improved safety, attendance, productivity, and meeting corporate goals. Results suggest that programs need to have clearly-stated goals and instruction must address those goals if the desired results are to be achieved.

Minskoff, E., Sautter, S. W., Hoffman, F. J., & Hawks, R. (1987). Employer attitudes toward hiring the learning disabled. *Journal of Learning Disabilities, 20*(1), 53-57.

326 employers from six states were surveyed about their attitudes toward hiring the handicapped in general and the learning disabled in particular. The employers expressed positive attitudes toward making special allowances for handicapped workers as long as such allowances did not involve reduced work loads or involvement in the worker's personal life. Less positive attitudes were expressed toward hiring the learning disabled. Only one-half of the employers stated they would hire workers with learning disabilities. These negative attitudes did not seem to be related to lack of knowledge about learning disabilities, but rather seemed to relate to prejudice against workers with learning disabilities.

Morphy, L. (1991). Accrediting basic skills for the workplace. In M. C. Taylor, G. R. Lewe, and J. A. Draper, (Eds.), *Basic Skills for the Workplace* (pp. 439-453). Toronto: Culture Concepts, Inc.

Argues that the identification of standard requirements for workplace communication and numeracy is a prerequisite for providing accreditation for and in the workplace. Such standards need to be transferable across occupations and across work roles if they are going to be meaningful. They also require national credibility both with employers and employees.

Mrowicki, L. (1991). *A basic skills core curriculum for the manufacturing industry.* Des Plaines, IL: The Center, Resources for Education.

Report on a project to provide workplace basic skills instruction to workers at 13 manufacturing sites. Includes an overview of manufacturing industry, basic skills needs of the partners, and the project model. Also includes the core curriculum, information about designing lessons and assessments, and sample lesson plans.

MSPD Evaluation Support Center. (1993). *Alternative designs for evaluating workplace literacy programs.* Research Triangle Park, NC: Research Triangle Institute.

This paper uses research on general training and education programs for incumbent workers to describe program outcomes for evaluations of the NWLP. Includes implications and recommendations for program administrators and evaluators

Nash, A., Cason, A., Madeline, R., McGrail, L., & Gomez-Sanford, R. (1989). *Talking shop: A curriculum sourcebook for participatory adult ESL.* Boston, MA: English Family Literacy Project, University of Massachusetts.

A collection of stories about learning. This is a sourcebook designed to stimulate other teachers to explore new possibilities. All the activities are based on a belief that meaningful context improves instruction. Topics covered include building curriculum around immigration problems, addressing sexism in the workplace, using oral history, and critical thinking.

National Adult Education Staff Development Consortium. (1994, September). *Adult education staff development resource bibliography.* Washington, DC: American Council on Education.

Staff development bibliography (many citations are annotated) is divided into approaches, evaluation, assessment, participatory research, workplace literacy,

outcome-based education, cultural diversity, gender issue, thinking skills, and motivation. Useful resource for trainers of adult educators.

National Alliance of Business. (1987). ***The fourth "R": Workforce readiness. A guide to business-education partnerships.*** **Washington, DC: Author.**

Argues that business and education must collaborate on programs to improve the quality of education, build civic literacy, and create a workforce that can adapt to workplace changes. Discusses different types of partnerships. Provides references and resources.

National Alliance of Business. (1990). ***The Business Roundtable participation guide: A primer for business on education.*** **Washington, DC: Author.**

Guide for CEOs and corporate staff to understand the challenges in education and the kinds of action they need to initiate and participate in, such as partnerships and collaborations with education, political, and community leaders. Chapter on coalition building may be especially useful for workplace literacy programs.

National Alliance of Business. (1991). ***Working smarter: Productivity check-up.*** **Washington, DC: Author.**

Helps employers decide if literacy is a problem in their organization, including how to assess and quantify indicators of illiteracy in the workplace. Additional sections are designed to assess the general type and amount of basic skills needed at low-level or entry-level positions.

National Alliance of Business. (1992). ***Basic skills for job performance: Private industry councils (PICs) and workplace literacy.*** **Washington, DC: Author.**

Describes how PICs can become involved in workplace literacy programs and how to incorporate teaching basic skills in a job related context in programs for dislocated workers, upgraders, and workforce entrants.

National Alliance of Business. (1993). ***Job performance learning: A high performance workforce training system.*** **Washington, DC: Author.**

Provides company CEOs, human resource directors, and training managers with a basic understanding of JPL and how it can help increase productivity. Includes a nine-step plan for instituting high performance training to bring employees' skills up to the appropriate level.

National Alliance of Business, National Workforce Assistance Collaborative. (1995). ***Workplace literacy interview guide.*** **Washington, DC: National Alliance of Business.**

Guide companies can use to interview training consultants to determine whether the consultants have the skills to develop and deliver successful workplace literacy programs. The guide can be used with a wide variety of literacy consultants, including those from community colleges or universities, non-profit organizations, and private consulting firms.

National Alliance of Business, National Workforce Assistance Collaborative. (1995). ***Workplace literacy product checklist.*** **Washington, DC: National Alliance of Business.**

Checklist companies can use to determine whether a workplace literacy product satisfies the key criteria needed for a successful workplace literacy program. The checklist can be used to assess the quality of a variety of workplace literacy products, including, but not limited to: workplace literacy training development guidebooks, curricula, series of instructional workbooks, or computerized instructional systems.

National Association of Manufacturers (NAM) and the U. S. Department of Labor (DOL). (1992). ***Work force readiness: A manufacturing perspective.*** **Washington, DC: Author.**

NAM and DOL jointly conducted 14 focus group discussions to: 1) explore the attitudes of management and workers which helped or hindered the creation of high performance work environments; 2) assess the level of worker training and education and restructuring of work currently ongoing; and 3) identify the linkages or resources in the public and private sectors that can foster education, training, and worker empowerment. Findings shared by both groups include recognition of the importance of education and retraining to compete globally and the importance of communication in the workplace. Management expressed agreement concerning the need to examine the way work is organized. Workers reported a lack of management commitment to front-line workers.

National Center for Research in Vocational Education (NCRVE). (1993). ***NCRVE products.*** **Macomb, IL: Author, Materials Distribution Service.**

Contains annotations of NCRVE's products and is organized as follows: products related to economic context, institutional context, curriculum and pedagogy, students, personnel, and accountability and assessment.

National Center on Education and the Economy. (1990, June). *America's choice: High skills or low wages.* Rochester, NY: Author.

New approaches to education, training, and school-to-work transitions and a high performance work environment are recommended to prepare the country and the American workforce for the future.

National Council on Vocational Education. (1991). *Occupational competencies: A study of the vocational-technical education needs of the printing industry.* Washington, DC: Author.

Contains an overview of the printing industry, its skill requirements, and its workforce. Also includes scales for measuring workers' skills needed for various jobs in the printing industry. May be useful for service providers of workplace literacy programs in the printing industry.

National Institute for Literacy. (1992). *National literacy grants programs.* Washington, DC: Author.

Describes projects funded by the Institute, organized by priorities: 1) how adults learn to read and write and acquire other skills; 2) how the literacy skills of parents affect the ability of children to learn literacy skills; 3) how to improve and expand the delivery of program assistance, training, and technical assistance, and to coordinate with other relevant literacy providers; 4) assessing literacy skills and the development of instructional techniques; 5) best methods including the use of technology; 6) special literacy needs of individuals with learning disabilities and limited English proficiency; 7) how to effectively reach and teach the most educationally and economically disadvantaged individuals; 8) attracting, training, and retraining professionals and volunteers; 9) dissemination; and 10) assessment and evaluation. Useful resource for networking.

Newcomb, S., & Printz, S. (1991). *Putting the workers in workplace literacy: Participatory models from the National Workplace Literacy Program* (Proceedings from COABE National Conference on Family, Workplace, and Community Literacy). Hartford, CT: COABE.

Argues that involving workers in literacy programs from concept to conclusion creates a sense of ownership of the program, which ensures the worker's acceptance of the curriculum and participation in the program. Argues that workers can provide invaluable assistance in developing the program because they are experienced at their jobs.

Newman, A. P., & Beverstock, C. (1990). *Adult literacy: Contexts and challenges.* Newark, DE: International Reading Association.

A review of the adult literacy research literature, including history, definitions, measurement, an overview of current practice (including workplace literacy), and future challenges.

Newman, A. P., & Lehman, B. (1993). *Coalition building for adult literacy: Historical and organizational perspectives.* Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

Reviews the creation and work of the various national, state, and local coalitions that were largely responsible for the success of coalition building in the 80s and early 90s. Authors present a model for coalition building and discuss the following issues: focus and function; funding; governance; membership; key figures; and evaluation. Authors also offer suggestions for future efforts.

Norwood, J. (1992). Projections 2005: Will America's workforce be prepared for the next century's challenges? *Workforce, 2*(1), 12-14.

Argues that in this recession, employment in the service-producing sector has been stagnant, and that growth has been limited largely to the fast-growing health services industry. Also discusses the new labor force and skills requirements of new jobs.

Nurss, J. R. (1990). *Hospital Job Skills Enhancement Program: A workplace literacy project* (Final Evaluation Report). Atlanta, GA: Center for the Study of Adult Literacy, Georgia State University.

Report on a NWLP to provide workplace literacy instruction for hospital workers in housekeeping, laundry, and food service departments. The curriculum was developed using a literacy task analysis of actual workplace tasks; instruction focused on the whole language approach. Statistically significant gains were obtained for reading, writing, and oral communication.

Nurss, J. R., & Chase, N. D. (1989). Workplace literacy: A tool for recruitment. *Adult Literacy and Basic Education, 13*(1), 16-23.

Authors argue that workplace literacy programs can be a means for recruiting and retaining workers who might not otherwise participate in a program and that such programs are often more attractive because of their location, time, and setting.

O'Connor, P. (1990). *Skills at work: A guide to the provision of workplace basic education.* New South Wales: New South Wales Adult Literacy Council.

First section of this guidebook addresses the major issues related to workplace basic education in New South Wales. The second section outlines an approach to developing programs based on principles of good practice. Author states that many of the principles and practices outlined in the guide are based on lessons from Britain, Canada, and the United States.

O'Connor, P. (1991). Trade unions and worker's literacy. *Literacy Broad Sheet, 33*, pp. 7-8, 15-17.

Author begins with a brief look at the long history of union promotion of worker involvement in literacy improvement efforts, and goes on to list several examples from other industrialized countries, such as Canada, Britain, the United States, Sweden, and Italy. Author describes some of the roles in which unions might be cast, with rationales as to why union involvement should be supported.

Office of Technology Assessment, U. S. Congress. (1990). *Worker training: Competing in the new international economy.* Washington, DC: Author.

Includes a chapter on basic skills training and the workplace, with sections on the scope of the problem, international perspectives, and employer perspectives. Also includes a discussion of programs that are company-run, joint initiatives between labor and management, and state-run.

Office of Technology Assessment, U. S. Congress. (1993). *Adult literacy and new technologies: Tools for a lifetime.* Washington, DC: Author.

Background information for service providers of workplace literacy programs. Provides a thorough overview of topics such as changing definitions of literacy, demographics of adult literacy, adults as learners, the role of technology in meeting learners' needs, the federal role, and how technology can help to improve the system.

Olsten Corporation. (1993). *Skills for success.* Westbury, New York: Author.

Report is part of an annual series of surveys conducted by the Olsten Corporation to explore the challenges shaping organizations in the 1990s. This report discusses a survey of 443 companies (from small businesses to Fortune 500 firms) concerning their needs and the training they offer in communication skills, computer skills, and organizational skills. Among the findings are: 1) a wide disparity exists between the skills businesses need and the training programs they offer; 2) the need for employees with good workplace literacy skills is having a dramatic impact on recruiting, hiring, and testing practices; 3) most companies have in-house training programs and a growing number are depending on more informal methods, such as employee-to-employee instruction; 4) achieving quality standards remains the major goal of training efforts; and 5) more than a third of the companies surveyed have sponsored training to enhance cross-cultural communication skills and promote sensitivity awareness among their employees.

Osborn, J. C., & Stubbs, S. (1991). *Rural adventure in workplace literacy* (Proceedings from COABE National Conference on Family, Workplace, and Community). Hartford, CT: COABE.

Describes an 18-month project in a rural section of southeast Utah to prepare program participants for the hospitality industry. Program stressed individualized learning to accommodate diverse levels and computer-assisted instruction with a mobile learning unit.

Osterman, P. (1994). How common is workplace transformation and who adopts it? *Industrial and Labor Relations Review, 47* (2), 173-188.

Discusses terms and practices that characterize high performance workplaces: self-directed work teams that supervise their own work and make decisions about work organization; job rotation, including rotation within a shift or rotating jobs every few months across divisions; problem solving groups or quality circles; and total quality management which uses communication, feedback, and teamwork to control quality.

Osterman, P., & Iannozzi, M. (1993). *Youth apprenticeships and school-to-work transition: Current knowledge and legislative strategy.* Philadelphia, PA: National Center on the Educational Quality of the Workforce, University of Pennsylvania.

Includes an analysis of the knowledge concerning the youth labor market, a discussion of the problems and issues in this market, and a presentation of legislative

issues. Also contains a summary of the material presented at the 1993 Youth Employment Policy Seminar.

Packer, A. H. (1989). *Retooling the American workforce: The role of technology in improving adult literacy during the 1990s.* Southport, CT: The Southport Institute for Policy Analysis.

Discusses the importance of using technology for adult basic skills training in the 1990s. Recommends that technology-based instruction should be flexible, interactive, and include a variety of media.

Padak, N. D., & Padak, G. M. (1991). What works: Adult literacy program evaluation. *Journal of Reading, 34*(5), 374-379.

Describes critical purposes, problems, and methods of evaluation as well as categories of program effectiveness and guidelines for adult literacy program evaluation.

Paris, S., & Parecki, A. (1993). *Metacognitive aspects of adult literacy.* Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

Describes various aspects of metacognition (the knowledge people have about their own abilities and motivation and their knowledge and use of strategies in different contexts). Study reviews the research on metacognition and literacy in both children and adults to highlight the similarities and differences. Includes implications for practitioners, such as approaches that foster metacognitive abilities in learners.

Parker, M., & Slaughter, J. (1988). *Choosing sides: Unions and the team concept.* Boston, MA: South End Press.

Book reflects the authors' experiences as former workers in auto plants and is an expression of their involvement in the networks of activists associated with *Labor Notes*. Authors analyze the impact of the team concept on workers and their unions. Helpful for service providers who wish to gain insight into labor/management relations.

Parnell, D. (1990). *Dateline 2000: The new higher education agenda.* Washington, DC: American Association of Community and Junior Colleges.

Discusses current trends and higher education's role in keeping pace with changes in society and the economy. Useful background reading for service providers from and partners working with the higher education community.

Payne, N. (1992). Designing workplace accommodations for people with special learning needs and related disabilities. *Journal of National Association for Adults with Special Learning Needs, 2*(1), 23-31.

Discusses two organizational dimensions for workplace accommodations: whole organization and specific request. Accommodating for people with disabilities in the workplace should not be something that only happens when there is a specific request. It should be an integrated and continual process. Argues that maximizing the human potential of people with special learning needs and related disabilities is not only cost effective – it's the law.

Pelavin Associates. (1993). *Study of ABE/ESL instructor training approaches.* Washington, DC: Author.

Staff development resource for service providers. Includes a series of staff training materials, guidelines, and information on the following topics: 1) monitoring student progress; 2) planning for instruction; 3) mathematics and strategic problem solving; 4) whole language approach; 5) communicative ESL teaching; 6) volunteers and teachers in the classroom; 7) the adult learner; and 8) team learning.

Perin, D. (Ed.). (1990). *Instructing students with learning disabilities: Guidelines for community college faculty and support staff* (Conference Proceedings). New York: Institute for Research and Development in Occupational Education, Center for Advanced Study in Education.

Resource for community college faculty and support staff who work directly with students with learning disabilities. Compilation of articles by leading authorities in the field. May be of interest to service providers of workplace literacy programs also.

Petrini, C. M. (1990). 'Ready, set, work' says labor secretary. *Training and Development Journal, 44*(5), 17-20.

Discusses four critical areas in our labor market that must be addressed if we are to meet the demands of the 1990s. They are the skills gap, school-to-work transition, lifelong learning and training for current workers, and utilizing all potential workers in a shrinking labor force. Provides some suggestions to aid workers in improving skills.

Phi Delta Kappa. (1991). *Teaching effective learning strategies.* Bloomington, IN: Author.

Compilation of research-based articles on "learning how to learn," including how to teach problem- solving strategies and how to use prestudy and probing questions.

Philippi, J. W. (1991). How to design instruction: From literacy task analyses to curriculum. In M. C. Taylor, G. R. Lewe, and J. A. Draper, (Eds.), *Basic Skills for the Workplace* (pp. 237-261). Toronto: Culture Concepts, Inc.

Curriculum developers should be the same people who conduct literacy task analyses. Developer must study subtasks and skills contained in the task as well as the thinking processes necessary for application of basic skills to the job tasks. Author gives guidelines for considering time blocks, ability levels instructional delivery systems and formats, and functional context.

Philippi, J. W. (1991). *Literacy at work: The workbook for program developers.* New York: Simon & Schuster, National Alliance of Business.

An excellent resource for workplace literacy program developers and practitioners. Philippi gives the reader step-by-step guidelines for using work-related materials to teach basic skills, with special emphasis on the thinking and reasoning strategies learners need to use the skills in a variety of situations.

Pierce, G. (1991). Thinking critically in the workplace. In M. C. Taylor, G. R. Lewe, and J. A. Draper, (Eds.), *Basic Skills for the Workplace* (pp. 423-438). Toronto: Culture Concepts, Inc.

The meaning of literacy in today's workplace extends beyond reading, writing, and performing job duties. It requires that workers develop the ability to question organizational norms and practices, to challenge assumptions and beliefs that drive decisions, and to explore alternative perspectives and actions. These critical thinking skills play a vital role in developing critical literacy in the workplace. Recent research suggests that both literacy and critical thinking programs are most effective when firmly grounded in principles of adult education. This chapter draws on this research to provide a set of guidelines for developing critical thinking workplace programs.

Pittinger, B., & Raudsep. J. (1992). High-performance organizations break the barriers to transformation. *Workforce, 2*(1), 38-44.

Discusses whether U. S. companies can successfully make the transformation to high-performance organizations. Discusses a survey that showed that in spite of a lackluster success rate, most companies still are committed to the concept of continuous improvement and are trying various techniques to achieve it.

Price-Waterhouse. (1994). *U. S. business views on workforce training.* Washington, DC: Author.

In a study prepared for American Society for Training and Development, the National Retail Federation, the National Association of Manufacturers, and SallieMae, the authors report on a survey of over 1,050 CEOs of U. S.-based companies and their current training practices. Workplace literacy programs may be interested in the sections comparing the types of training provided (basic, managerial, and technical skills).

Puchner, L. (1993). Incentives for adult learning in developing countries: Lessons and comparisons. In D. Hirsch and D. A. Wagner, (Eds.), *What Makes Workers Learn: The Role of Incentives in Workplace Education and Training* (pp. 173-194). Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

This chapter analyzes Third World adult education experiences toward lessons which can be applied in industrialized nations. Argues that to increase participation in adult learning, effort must be put toward the creation of a context which is favorable to adult learning rather than focusing on isolated program features. Also discusses features of a "favorable" context, ways to create such a context, and the particular case of female participation and motivation.

Quigley, B. A. (1992). *Understanding and overcoming resistance to adult literacy education.* University Park, PA: Institute for the Study of Adult Literacy, The Pennsylvania State University.

A monograph of three research reports conducted between 1988-1991, this comprehensive work chronicles a broad-ranging investigation of why certain adults resist enrolling in literacy and adult basic education programs, and why certain adults are reluctant learners once enrolled.

Quigley, B. A. (1994). *Retaining reluctant learners in adult literacy programs.* University Park, PA: Institute for the Study of Adult Literacy, The Pennsylvania State University.

It is widely accepted that student retention is the most difficult problem facing literacy and ABE practitioners in the latter half of the 1990s. This report provides new

research which examined both past schooling experiences and characteristics of learners as keys to identifying "reluctant" at-risk learners and gives new methods to retain them.

Rees, L. (1990). ***Setting up workplace basic skills training: Guidelines for practitioners.*** **London: Adult Literacy and Basic Skills Unit (ALBSU).**

Takes practitioners through the stages of setting up a workplace literacy program: research, marketing, employer needs, selling, establishing training needs, setting up provision, and evaluation. Includes useful resources such as worksheets, guidelines, case studies, and a troubleshooting guide.

Reisner, E. R. (1993). ***Adult literacy training and the integration of human services.*** **Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.**

Report discusses how human services can be designed around literacy training; also discusses the issues related to service integration. Two models for integrating services are presented.

Rockefeller Foundation. (1989). ***Literacy and the marketplace: Improving the literacy of low-income single mothers.*** **New York: Author.**

Report on a meeting of practitioners, policymakers, researchers, and funders to address the issue of basic skills and low-income single mothers. Chapters address topics such as the economy and workplace skills, literacy skills measurement and program evaluation, and strategies for designing literacy programs for single mothers.

Rosow, J. M., & Zager, R. (1988). ***Training – The competitive edge: Introducing new technology into the workplace.*** **San Francisco, CA: Jossey-Bass.**

The authors synthesize the extensive information gathered in their three year study of the most innovative and effective training and development strategies in corporate training programs. Case studies of the most innovative programs are provided. The authors also provide specific guidelines and advice for addressing critical training issues.

Rosow, J. M., Zager, R., & Casner-Lotto, J. (Eds.). (1991). ***Job-linked literacy: Innovative strategies at work. Part I: Vestibule training: Basic skills for new hires.*** **Scarsdale, NY: Work in America Institute.**

Describes vestibule training that provides job-related basic skills training opportunities for entry-level applicants or employees with marginal skills deficiencies. The book also includes five case studies of programs that provided vestibule training (U. S. Army's Functional Literacy program, Federal Reserve Bank of Boston, American Institute of Banking, Aetna Life and Casualty, and Center for Employment Training).

Rosow, J. M., Zager, R., & Casner-Lotto, J. (Eds.). (1991). ***Job-linked literacy: Innovative strategies at work. Part II: Meeting the challenge of change: Basic skills for a competitive workforce.*** **Scarsdale, NY: Work in America Institute.**

Describes vestibule training that provides job-related basic skills training opportunities for entry-level applicants or employees with marginal skills deficiencies. Also includes six case studies of programs that provided vestibule training (Onan Corporation, AC Rochester, a subsidiary of General Motors, Remmele Engineering, Inc., Baldor Electric Company, National Semiconductor Salt Lake, United Auto Workers/Ford Motor Company).

Rosow, J. M., Zager, R., & Casner-Lotto, J. (Eds.). (1993). ***Job-linked literacy: Innovative strategies at work. Part III: Moving ahead: Basic skills for career advancement.*** **Scarsdale, NY: Work in America Institute.**

Third publication in the series investigates how basic skills programs in five companies promote career advancement in terms of monetary rewards, career development, and employment security.

Ross, J. M. (1988). ***Learning and coping strategies of learning disabled ABE students participating in adult basic education and literacy programs.*** **University Park, PA: Institute for the Study of Adult Literacy, The Pennsylvania State University.**

Describes a study to identify learning and coping strategies of learning disabled adult basic education students. A variety of strategies were uncovered for dealing with reading, spelling, and lifeskill tasks. The findings include motivations for participating in basic education or literacy programs, perceived learning strengths and self-planned learning projects, strategies used, and social support networks.

Ross-Gordon, J. M. (1989). ***Adults with learning disabilities: An overview for the adult educator.*** **Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.**

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Important research-based background reading for practitioners. Includes definitions of learning disabilities, prevalence, problems faced by learning disabled adults, assessment tools, and intervention techniques.

Ross-Gordon, J. M., & Forlizzi, L. A. (1992). Project STRIDE: A demonstration project serving adults with mild disabilities in a vocational technical school. ***The Journal for Vocational Special Needs Education, 15*****(1), 14-19.**

The transition from school to work for many adults with learning disabilities has been complicated by a lack of vocational training. Levels of unemployment, underemployment, and job-related problems among adults with learning disabilities warrant concern. The authors describe a model program to provide comprehensive training and employment services to adults with learning disabilities, using existing vocational education classes and special-needs support programs.

Ross-Gordon, J. M., Martin, L. G., & Briscoe, D. B. (Eds.). (1990). ***Serving culturally diverse populations.*** **San Francisco, CA: Jossey-Bass.**

An excellent resource for practitioners concerned with understanding and addressing cultural diversity in educational environments. Theoretical perspectives, research-based articles, and descriptions of effective practices and programs are provided.

Rothwell, W. J., & Brandenburg, D. C. (1990). ***The workplace literacy primer: An action manual for training and development professionals.*** **Amherst, MA: HRD Press, Inc.**

Provides advice about how to identify the "basic skills" expected of employees, analyze performance problems, and distinguish between problems stemming from basic skill deficiencies and problems stemming from other causes. Also describes how to assess support to address problems; establish the policy, purpose, goals, and objectives of a program; develop and assess the impact of a curriculum; and manage and evaluate a program.

Royce, S. (Ed.). (1991, 1994 rev.). ***The ABLE sampler: A professional development guide for adult literacy practitioners.*** **Lancaster, PA: Royce & Royce, Inc.**

Useful practitioner guide to the resources. Resources (with annotations) are organized as follows: administration and management; adults as learners; diverse populations; evaluation; history, philosophy, and politics; instructional strategies; social context; workplace literacy; and resources. Each section includes an introduction by a leading authority in the subject area. Guide also includes lists of journals, newsletters, and publishers.

Rubenson, K., & Schutze, H. G. (1993). Learning at and through the workplace: A review of participation and adult learning theory. In D. Hirsch and D. A. Wagner, (Eds.), ***What Makes Workers Learn: The Role of Incentives in Workplace Education and Training*** **(pp. 99-122). Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.**

Argues that broader contextual factors influence who gets what kind of education and training and under what conditions; broad principles are necessary to engage a larger section of the workforce in effective forms of education and training.

Rush, R. T. (1990). Performance-related reading: Teaching basic occupational literacy competencies. ***Adult Literacy and Basic Education, 14*****(3), 228.**

The important occupational reading competencies of mastery of technical vocabulary, finding and using information, following directions, and self-regulation of reading processes are addressed. Argues that each of these essential competencies can be taught in workplace literacy programs and that simulations of specific work tasks help learners understand how reading is used in actual work settings.

Rush, R. T., Moe, A. J., & Storlie, R. L. (1986). ***Occupational literacy education.*** **Newark, DE: International Reading Association.**

Presents a summary of language use in ten occupations, both in training and on-the-job. Provides good instructional schemes combining text and graphics, technical vocabulary and word association tactics.

Saccomano, M. (1994, September). Workplace ESL literacy guides and curriculum (NCLE Minibib). Washington, DC: National Clearinghouse on Literacy Education.

Bibliography of ERIC curriculum materials pertaining to ESL programs in the workplace. Contains annotations, ERIC numbers, and ordering information.

Sarmiento, A. R. (1991). Do workplace literacy programs promote high skills or low wages? Suggestions for future evaluations of workplace literacy programs, *Labor Notes, 64*, **pp. 7-11.**

Argues that NWLP programs should stress higher levels of skills to keep pace with high performance work organizations. Higher skills include making judgments, evaluations and decisions, solving problems, and processing multiple sources of information. Sarmiento stresses that program evaluations should also measure the degree to which the program impacts restructuring and reorganization of the work environment itself.

Sarmiento, A. R., & Kay, A. (1990). *Worker-centered learning: A union guide to workplace literacy.* Washington, DC: AFL-CIO Human Resources Development Institute.

A concise and well-written guide to help union leaders better understand workplace literacy and develop and support worker-centered programs.

Scales, A. M., Keeton, P. M., & Parker, J. T. (Eds.). (1990). *Adult basic skills: Selections from Lifelong Learning: An Omnibus of Practice and Research.* Washington, DC: American Association for Adult and Continuing Education.

22 articles from the journal *Lifelong Learning* were selected to represent an overview of writing on adult basic skills. Topics include a success story, informal and holistic assessment and instruction strategies, computers in basic skills programs, thinking strategies and whole language approaches, policy, and teaching styles.

Schultz, K. (1992). *Training for basic skills or educating workers?: Changing conceptions of workplace education programs.* Berkeley, CA: National Center for Research in Vocational Education.

The author explores the often conflicting interpretations of the term "functional literacy" and argues for a less narrow conceptualization of literacy, especially in workplace literacy programs. Report is useful for providers who wish to develop and implement a workplace literacy program with a broad conceptualization of literacy and with an emphasis on worker-centered, participatory approaches.

Scribner, S., & Sachs, P. (1990). *On the job training: A case study.* New York: National Center on Education and Employment, Columbia University.

Argues that the defining feature of on-the-job training is that teaching and learning are occurring simultaneously. Discusses reciprocal teaching – workers helping each other with what they know best. Discusses experienced workers in the stockroom and the principles that organize their work.

Scribner, S., Sachs, P., DiBello, L., & Kindred, J. (1991). *Knowledge acquisition at work.* New York: National Center on Education and Employment, Columbia University.

Argues that "how the workplace is set up – not the presence of technology – is what enhances or inhibits learning." Argues that educational planners need to consider providing multiple and alternative educational forms.

Scribner, S., & Stevens, J. (1989). *Experimental studies on the relationship of school math and work math.* New York: National Center on Education and Employment, Columbia University.

Recommends modifying math instruction in the school so that less emphasis is placed on algorithmic procedures and more room is made for practice with real world problems requiring strategic thinking. Promoting flexible problem solving should be the objective. Suggests situating math instruction in contexts of actual practice and learning through doing. Argues for use of simulations.

Shafer, D. W. (1991). Using television for workplace basic skills training. In M. C. Taylor, G. R. Lewe, and J. A. Draper, (Eds.), *Basic Skills for the Workplace* (pp. 455-464). Toronto: Culture Concepts, Inc.

Report on a partnership involving public television, the cable industry, a national book company, and a state governmental agency. The objective of the project was to make available via educational cable and public broadcasting, a basic skills training series for adults functioning between fifth and eight grade performance levels. The series, *On Your Own*, was developed as part of the project.

Shanahan, T., Meehan M., & Mogge S. (1994). *The professionalization of the teachers in adult literacy education.* Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

Professionalization refers to the process of using education and certification to enhance the quality of performance of those within an occupational field. This report analyzes issues of professionalization within adult literacy education. It includes a review of relevant research and theory on professionalization, and an examination of the historical experiences of other

professional fields. Data on state certification requirements for adult basic education teachers were analyzed, and interviews were conducted with officials from states having such requirements. Interviews and focus group discussions were conducted with adult literacy teachers and program administrators in the Chicago area. Analysis of this information suggested that debate on professionalization is probably being impeded by the existence of unstated beliefs or premises. The report describes five, usually unstated, premises concerning the nature of adult basic education: 1) the right of adults to education; 2) state responsibility for the education of adults; 3) the role of teachers in educational quality; 4) the effectiveness of teacher training; and 5) the existence of a body of knowledge relevant to adult literacy education.

Sheaffer, B. P., & Carman, P. S. (1992). *Mary's story: A curriculum for teaching medical terminology.* University Park, PA: Institute for the Study of Adult Literacy, The Pennsylvania State University.

Using a story to teach medical terminology, *Mary's Story* weaves medical word components into a story about Mary and her friend Thelma, a licensed practical nurse (LPN). Structural analysis, a reading strategy that teaches word meaning by identifying word parts, is also incorporated in the curriculum. Students complete an introductory lesson that explains the structural analysis strategy before reading *Mary's Story*. An accompanying student's guide reinforces new vocabulary with practice exercises and educational games.

Silvanik, R. (1991). Improving workforce skill development efforts: State responses. *Labor Notes, 64*, pp. 17-20.

Says that states are promoting the development of initiatives to address this issue by establishing state-level coordinating mechanisms, implementing programs that provide funding and other supports, and offering financial incentives to employers. Argues that states are still grappling with their role in promoting literacy programs for workers. Discusses examples of various state workplace or workforce initiatives.

Smith, J., & Marsiske, M. (1994). *Abilities and competencies in adulthood: Life-span perspectives on workplace skills.* Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

This report presents a framework for considering general and work-related adult cognitive performance. The report is divided into five sections. First, the concept of basic skills is considered, as is the distinction between achievement and aptitude. Second, by drawing linkages between these concepts, both a model and a set of propositions dealing with the aging of intellectual functioning are presented. In the third section, specific research that has attempted to link intellectual ability and basic academic skills to job performance is reviewed. Fourth, domain-specific knowledge is considered as a way to understand differences in job performance. And fifth, it is argued that an understanding of job competence must not only encompass the concepts of intellectual aptitude and basic skills, but it must also include concepts of individual expertise in job-related domain, interpersonal and everyday skills, and personal motivation.

Smith, T. J., & Trist, C. (1988). *Training and educating the work force in the nineties: The rationale for public-private collaboration.* Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

Includes chapters on the changing context of skills training and an overview of job training. The sections in the chapter, "Public-Private Collaboration in Training" should be especially useful for workplace literacy programs. These sections discuss why collaboration is important and provide illustrations of successful collaborations.

Soifer, R., Irwin, M. E., Crumrine, B. M., Honzaki, E., Simmons, B. K., & Young, D. L. (1990). *The complete theory-to-practice handbook of adult literacy: Curriculum design and teaching approaches.* New York: Teachers College Press.

Provides important background reading and comprehensive guidelines for using instructional techniques based on recent research in adult learning theory and reading and writing processes and strategies. Includes many practical suggestions and sample lessons for helping adults learn language skills in meaningful ways.

Solorzano, R. W. (1994). *Instruction and assessment for limited-English-proficient adult learners.* Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

This report discusses instructional and assessment practices associated with limited-English-proficient (LEP) adults and recommends that literacy providers use alternative forms of instruction and assessment for LEP adults that are based on (a) an explicit emphasis on writing, (b) the use of the learner's cultural experiences,

and (c) the teaching of cognitive skills and their relationship to real-life text-processing demands. The confusion surrounding English oral proficiency and English literacy is examined as is the role that native language literacy plays in the development and subsequent acquisition of the second (i.e., English) language. By teaching for and emphasizing literacy rather than oral language proficiency, LEP adults are shown to be better able to cope with the ever increasing literacy demands of society.

Spener, D. (1990, April). *The Freirean approach to adult literacy education.* Washington, DC: Center for Applied Linguistics, National Clearinghouse on Literacy Education.

Discusses the Freirean (or learner-centered) approach in which instruction focuses on issues, concerns, and experiences that are relevant to the students. Good resource for workplace literacy programs with a worker- or learner-centered philosophy.

Sperazi, L. (1991). *An employer's guide to planning adult basic skills programs in small business and industry in Massachusetts.* Newton, MA: Commonwealth Literacy Campaign.

Describes ten "ingredients" of a successful workplace education program, provides resources for more information (including business, labor, and education contacts involved in the Massachusetts Workplace Education Initiative), and six case studies involved in the initiative. Although intended for employers, information should be useful for other key players in workplace literacy programs.

Sperazi, L., & Jurmo, P. (1994, July). *Team evaluation: A guide for workplace education programs.* East Brunswick, NJ: Literacy Partnerships.

The evaluation method presented in this guide calls for evaluation teams, composed of representatives of stakeholder groups, so that workplace education programs can facilitate collaborative, high performance work environments. Guide presents basic evaluation concepts and procedures and helps the reader make decisions regarding team-based evaluation.

Sperazi, L., Jurmo, P., & Rosen, D. (1991). *Participatory approaches to evaluating outcomes and designing curriculum in workplace education programs.* Newton Highlands, MA: Evaluation Research.

Extensive report describing a project to evaluate the Massachusetts Workplace Education Initiative (MWEI). Executive summary is valuable for workplace literacy programs wishing to implement participatory approaches in program evaluation. Summary describes the ten-step process to evaluate outcomes of programs and the conclusions of the study.

Sproull, L., & Kiesler, S. (1991, September). Computers, networks, and work. *Scientific American*, pp. 116-123.

Argues that computer networks will profoundly affect the structure of organizations and the conduct of work. Examines the effects of electronic mail and other forms of electronic meetings on organizations. Also examines the formation of groups as facilitated by electronic communication. Includes further readings.

Stasz, C., McArthur, D., Lewis, M., & Ramsey, K. (1990). *Teaching and learning generic skills for the workplace.* Macomb, IL: National Center for Research in Vocational Education, Materials Distribution Service.

Describes an exploratory and ethnographic study of the teaching and learning of generic skills, defined in the study as both basic or enabling skills (such as reading, writing, math, life skills) and complex reasoning skills (such as critical thinking, problem solving, knowledge acquisition). Includes important implications for future research and practice.

Sternberg, R. J. (1990). Real life vs. academic problem solving. In R. Fellenz & J. Conti (Eds.), *Intelligence and Adult Learning* (pp. 35-40). Bozeman, MT: Montana State University, Center for Adult Learning and Research.

Sternberg discusses nine differences between school-based and "real world" problem solving, including recognizing and defining problems, solving problems in context, feedback on what is right or wrong, and individual versus group problem solving.

Sticht, T. G. (1987). *Functional context education: Workshop resource notebook.* University Park, PA: Institute for the Study of Adult Literacy, The Pennsylvania State University.

Provides a comprehensive overview of functional context education, including research background and three case studies of various programs that used functional context education methods. Guidelines and methods for developing job-related basic skills programs also are provided.

Sticht, T. G. (1990). ***Testing and assessment in adult basic education and English as a second language programs.*** **El Cajon, CA: Applied Behavioral and Cognitive Sciences, Inc.**

Provides information on testing and assessment that can be helpful to ABE and ESL practitioners in selecting and using standardized tests. Includes the following sections: amendments that address the uses of standardized tests, nature and uses of standardized tests, information about eight standardized tests, special topics in the use of standardized tests, a table for comparing scores among tests, sources of further information, and transparency masters that can be used in presentations on testing.

Sticht, T. G. (1991). ***Evaluating National Workplace Literacy Programs.*** **El Cajon, CA: Applied Behavioral and Cognitive Sciences, Inc.**

Author describes how evaluation should provide convincing evidence that useful learning outcomes are being achieved and that the results improve productivity in finding, retaining, performing, or advancing in a job in the workplace. Report includes a useful table for a well-designed workplace literacy program which should help evaluators conform to NWLP rules and regulations.

Sticht, T. G. (1991). ***Functional context education: Learning for and in the world of work.*** **El Cajon, CA: Applied Behavioral and Cognitive Sciences, Inc.**

Sticht argues that both students and workers will need to learn more and better to compete for well-paying jobs in the future. Document presents an overview of the high skill/low wage controversy and functional context education.

Sticht, T. G. (1993). Functional context education for schoolplaces and workplaces. In D. Hirsch & D. A. Wagner (Eds.), ***What Makes Workers Learn: The Role of Incentives in Workplace Education and Training*** **(pp. 123-134). Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.**

Functional context education is discussed as an approach to education and training that is suitable for both school and workplaces. From this point of view, learning both for and in the world of work is best accomplished following the same set of cognitive science principles.

Sticht, T. G. (1994, June). ***Workplace literacy programs for ten manufacturing companies near Chicago, Illinois: A report of process and outcomes.*** **El Cajon, CA: Applied Behavioral and Cognitive Sciences, Inc.**

Report on an evaluation of a National Workplace Literacy Program grant to industries in the Chicago area that were undergoing organizational changes and wished to introduce one or more Total Quality Management (TQM) procedures. Report documents changes in organizational effects, employee behavior, productivity function, promotion function, and other effects. Also describes learning outcomes and provides conclusions and recommendations.

Sticht, T. G., Beeler, M. J., & McDonald, B. A. (1992). ***The intergenerational transfer of cognitive skills: Volume I: Programs, policy, and research issues.*** **Norwood, NJ: Ablex.**

Compilation of research-based articles concerning past and on-going attempts to improve the cognitive skills of children, youth, and adults. Should be useful for service providers concerned with higher order skill instruction in workplace literacy programs.

Sticht, T. G., Beeler, M. J., & McDonald, B. A. (1992). ***The intergenerational transfer of cognitive skills: Volume II: Theory and research in cognitive science.*** **Norwood, NJ: Ablex.**

Research-based articles on cognitive science and higher order thinking. Provides background information for service providers of workplace literacy programs.

Sticht, T. G., & Lancaster, A. (1992). ***Functional context education: A primer for program providers.*** **Washington, DC: Wider Opportunities for Women.**

Provides background information to help practitioners teach basic skills in a meaningful context. Guidelines are given for facilitating functional context learning.

Sticht, T. G., McDonald, B. A., Huie, C. (1991). ***Getting WELL: Workforce education and lifelong learning.*** **El Cajon, CA: Applied Behavioral and Cognitive Sciences, Inc.**

Report reviews the socio-political background of workforce education and lifelong learning and discusses the importance of cognitive science findings in education. Authors present a model that serves both the interests of those involved in research and those in the community who need it most.

Strand, L. (1993). ACCESS: *A manual for adult basic education teachers working with adults with physical disabilities and sensory impairments.* Robbinsdale, MN: Robbinsdale Area Adult Academic Program.

Useful resource for information on the Americans with Disabilities Act, and its application in programs working with individuals with physical disabilities and/or sensory impairments. Provides important background information as well as practical suggestions, techniques and resources.

Stromquist, N. P. (1993). Adult learning under conditions of hardship: Evidence from developing and developed countries. In D. Hirsch & D. A. Wagner (Eds.), *What Makes Workers Learn: The Role of Incentives in Workplace Education and Training* (pp.194-207). Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

Reviews briefly how frequently invoked notions of context, community, and motivation embody tensions in definition and use. Argues that attention must also be paid to the fact that considering these notions should not mean accepting them as givens. In the case of context and community, measures might have to be taken to modify cultural norms or local basis of power that constrain individual choice. Argues that this would be particularly relevant regarding women. The chapter presents a number of specific recommendations to improve participation in work-related training. It concludes by noting that political forces shape the form and content of training programs.

Taylor, M. C. (1991). How to approach worker testing and assessment. In M. C. Taylor, G. R. Lewe, and J. A. Draper, (Eds.), *Basic Skills for the Workplace* (pp. 183-202). Toronto: Culture Concepts, Inc.

This chapter outlines the new range of workplace literacy requirements needed for effective performance and progress on the job, describes several testing and learner assessment procedures, and highlights how these approaches may be applied in a workplace program.

Taylor, M. C., & Draper, J. A. (Eds.). (1989). *Adult literacy perspectives.* Toronto: Culture Concepts, Inc.

Provides an overview of the diversity of viewpoints in the field with contributions from the editors and 49 authors. The volume is organized in eight sections: historical and philosophical perspectives; dimensions of the problem; program planning; assessment; instructional approaches; professional development; educational settings; and the international perspective.

Taylor, M. C., & Lewe, G. (1990). *Literacy task analysis: A how-to manual for workplace trainers.* Nepean, Canada: Algonquin College, Adult Basic Education Department.

Addresses the topic and techniques related to literacy task analysis (LTA) practices, tools, and techniques and provides guidelines to select the most useful. Includes chapters on preparing for LTA, basic steps of a LTA, choosing a method, helpful hints, forming partnerships, and using the results of an LTA to develop training.

Taylor, M. C., & Lewe, G. (1991). How to plan and conduct a literacy task analysis. In M. C. Taylor, G. R. Lewe, and J. A. Draper, (Eds.), *Basic Skills for the Workplace* (pp. 217-235). Toronto: Culture Concepts, Inc.

This chapter provides an overview of how to plan a literacy task analysis as well as an outline of the basic steps necessary to conduct such an exercise. A brief description of some of the numerous techniques and methods that can help a trainer collect and analyze job information is also discussed. In addition, the chapter poses some questions that are frequently asked about literacy task analysis and provides some answers.

Taylor, M. C., Lewe, G. R., & Draper, J. A. (Eds.). (1991). *Basic skills for the workplace.* Toronto: Culture Concepts, Inc.

The 28 chapters in this book provide readers with important guidelines for developing and implementing workplace programs. Four major themes are developed: understanding the need for workplace literacy, identifying workplace training needs, examples of workplace basic skills training, and approaches for program development.

Terry, A. F., & Hargis, N. (1992). *Career education revisited: Implications for the 1990s.* Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

Authors review past career education models and conclude that school-based and employer-based career education models are viable in the 1990s. Chapters on state of the art in career development in the 90s and critical issues for the 21st century should be useful for workplace literacy programs.

Test, D. W., Farebrather, C., & Spooner, F. (1988). A comparison of the social interactions of workers with and without disabilities. ***Journal of Employment Counseling, 25*****(4), 122-129.**

Examines the results of a study conducted to investigate the social interactions of workers with and without learning disabilities. The study identified five social skills that are important for workers with disabilities to possess: the ability to ask questions, to clarify job duties or to ascertain social information, to provide job-related information, to cope with and use good-natured joking, and to survive in a low-praise environment.

Texas Association of School Boards. (1990). ***Skills for tomorrow's workplace: The Rio Grande learning cluster concept.*** **Austin, TX: Author.**

Preliminary plan of a collaborative education effort to establish and implement a five-year plan to improve the literacy skills of the area's undereducated adults and at risk secondary students, and to increase productivity and business and economic development.

Thomas, R. G. (1992). ***Cognitive theory-based teaching and learning in vocational education.*** **Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.**

Reviews the research related to cognition (knowledge, thinking, and learning), including how information is processed and stored and the role of the social context in the development of higher order thinking skills. The book has important implications for policy and practice in workplace literacy programs as well as vocational education.

Thomas, R., Anderson, L., Getahun, L., & Cooke, B. (1992). ***Teaching for transfer of learning.*** **Macomb, IL: National Center for Research in Vocational Education, Materials Distribution Service.**

The document outlines four principles of teaching that enhance the transfer of learning: emphasize intermediate-level knowledge in meaningful contexts; create a realistic learning situation; emphasize how learning can be used in other contexts and situations; and support learners as they develop independence in transferring knowledge. Also provides implications for vocational education and recommendations for practice and policy that should be useful for workplace literacy programs.

Thor, L., Scarafiotti, C., Mills, K., Jung, J. L., Williams, V., & Richards, B. (1991). ***SALSA (Southwest Advanced Learning System for Adults): Pilot project research report.*** **Phoenix, AZ: Rio Salado Community College.**

Project to investigate the impact of supplementary home-based computer education in a workplace basic skills program. Research methods included interviews and statistical analyses. Statistical analyses indicated that gains by SALSA participants were greater than for non-participants, although not statistically significant. Interviews showed that participants believed that their skills and knowledge levels increased because of the program.

Turk, J., & Unda, J. (1991). So we can make our voices heard: The Ontario Federation of Labour's best project on worker literacy. In M. C. Taylor, G. R. Lewe, and J. A. Draper, (Eds.), ***Basic Skills for the Workplace*** **(pp. 267-280). Toronto: Culture Concepts, Inc.**

The authors argue that literacy programs can be a useful means toward personal and collective empowerment in confronting daily issues, but that they can only accomplish this when they are specifically designed to empower the participants. They describe the Basic Education for Skills Training (BEST) project that is designed to facilitate the growth of the individual and collective ability of working people to shape their world.

Turner, T. C. (1993). ***Literacy and machines: An overview of the use of technology in adult literacy programs.*** **Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.**

Report provides an overview of the use of technology in literacy education, including a history, a discussion of positions that enhance and limit its use, research studies, and current applications in a variety of programs (including workplace literacy programs).

United Way of San Diego County. (1992). ***Workforce literacy resource guide.*** **San Diego, CA: Author.**

Provides companies and providers with information about the workforce literacy resources available in San Diego County, CA.

U. S. Congress, Office of Technology Assessment. (1990, September). ***Worker training: Competing in the new international economy*** **(OTA-ITE-457). Washington, DC: U. S. Government Printing Office.**

This report focuses on the training given to employed workers from the standpoint of the competitiveness of U. S. industry and from the perspective of the individual worker who may need training to advance. Report argues that training programs need to address the needs of all workers, not just economically or educationally disadvantaged.

U. S. Department of Education, & National Alliance of Business. (1993). ***Transitions: Building partnerships between literacy volunteer and adult education programs: Background papers from the national conference.*** **Washington, DC: Author.**

Includes the following articles: 1) Strategies for building collaborative relationships and articulated programs by J. A. Alamprese; 2) Technology as an instructional strategy for program transitions by E. N. Askov & B. H. VanHorn; 3) Learner portfolios to support transitions in adult education by J. Braunger, S. Hart-Landsberg, & S. Reder; and 4) Setting up transitional programs through effective collaboration: A practitioner's point of view by C. Clymer-Spradling.

U. S. Department of Education, & National Alliance of Business. (1993). ***Transitions: Building partnerships between literacy volunteer and adult education programs: A guide to effective transition strategies.*** **Washington, DC: Author.**

Report on a project to identify effective models of promising transition strategies and to provide guidance to state and local literacy providers in drafting transition plans. Elements of successful transition strategies are: 1) participants have an understanding what a new situation will be like; 2) programs have arranged for a smooth transition; 3) participants have actual experience in the new situation; and 4) support services to assist transition are provided.

U. S. Department of Education, Office of Educational Research and Improvement. (1993, October). ***Reaching the goals: Goal 5: Adult literacy and lifelong learning*** **(Technical Report). Washington, DC: U. S. Government Printing Office.**

This report organizes major issues and related research findings around 5 objectives: 1) U. S. businesses working to strengthen the connection between education and work; 2) enabling all workers to obtain the knowledge and skills needed to adapt to new workplaces and technologies; 3) increasing the number of high-quality programs; 4) increasing the proportion of students who enter college; and 5) increasing the number of college graduates who think critically and solve problems. Four key concepts are embedded in these objectives: lifelong learning, adult literacy, knowledge and skills for the global economy, and knowledge and skills for responsible citizenship.

U. S. Department of Education, Office of Educational Research and Improvement. (1994, May). ***Adult education: Employment-related training*** **(NCES Report #94-471). Washington, DC: U. S. Government Printing Office.**

The data for this study were drawn from the 1991 National Household Education Survey, a random telephone survey administered by the National Center for Education Statistics. This report examines employed participants in adult education and determines in what types of training courses they enrolled. Highlights include: 1) one out of three employed adults enrolled in at least one job-related training course during the 12 months previous to the spring of 1991; 2) the type of training most often enrolled in was professional development, followed by technical or skills job training, executive or management development; 3) managers and professionals were most likely (56%) to enroll in any job-related training course; 4) men and women were equally likely to enroll; and 5) Whites tended to enroll more in professional development than either Blacks or Hispanics.

U. S. Department of Education, Office of Educational Research and Improvement and U. S. Department of Labor, Office of the American Workplace. (1994). ***Choosing the right training program: A guidebook for small business.*** **Washington DC: U. S. Government Printing Office.**

Publication helps small businesses analyze training needs, determine their company's expectations and limitations, locate resources, and compare and contrast effective training programs. Includes a useful checklist for comparing and selecting training programs.

U. S. Department of Education, Office of Special Education and Rehabilitative Services, and Office of Vocational and Adult Education. (1992). ***Building effective linkages: Lifelong learning for youth and adults with disabilities*** **(First Regional Symposium on Building Effective Program Linkages). Washington, DC: Author.**

Report from a symposium that included key leaders from special, vocational, adult, and continuing education; vocational rehabilitation; corrections; mental health and retardation; and business, industry, and labor. The purpose of the symposium was to discuss issues and

develop recommendations regarding the education needs of youth and adults with disabilities. Workplace literacy programs may be interested in the working session reports.

U. S. Department of Education, Office of Vocational and Adult Education. (1992). *Model indicators of program quality for adult education programs.* Washington, DC: Author.

Presents the model indicators of program quality and describes the process by which they were developed, which included adult education administrators, practitioners, adult learners, researchers, and other experts in the field. Model indicators allow states and local programs to judge the effectiveness of their services.

U. S. Department of Education, Office of Vocational and Adult Education. (1992). *Teaching adults with limited English skills: Progress and challenges.* Washington, DC: Author.

Provides a concise overview of the fastest growing field in adult education – English as a Second Language (ESL). The handbook includes statistics, information about materials, methods, testing, and resources.

U. S. Department of Education, Office of Vocational and Adult Education. (1992). *Workplace education: Voices from the field* (Proceedings from the National Workplace Literacy Program Project Directors Conference). Washington, DC: Author.

Presents an overview of conference proceedings related to partnerships and organizational principles, curriculum development, recruitment, staff development, assessment and evaluation, and future policy. Important reading for anyone involved in a NWLP project.

U. S. Department of Education, Office of Vocational and Adult Education. (1992). *Workplace literacy: Reshaping the American workforce.* Washington, DC: Author.

Describes the National Workplace Literacy Program (NWLP) which awards grants to partnerships to improve employees' basic skills. The partnerships consist of education organizations and at least one other organization, such as businesses, industries, labor organizations, and private industry councils. Five exemplary projects are described. Attributes of successful programs include: active involvement of all project partners; active involvement of employees; and analysis of job-based literacy skills requirements.

U. S. Department of Education, Office of Vocational and Adult Education. (1994). *Models of excellence in adult learning: Recipients of the 1994 Secretary's Award for outstanding adult education and literacy programs.* Washington, DC: Author.

The ten finalists provide instruction in basic skills, ESL, GED, and family literacy to adults at campus facilities, institutions, and worksites. Workplace literacy programs may benefit from program descriptions and elements for replication.

U. S. Department of Labor. (1993, December). *The changing labor market and the need for a reemployment response.* Washington, DC: Author.

Report contrasts the old and new labor market transitions. Describes how recent developments in the economy have created a large and growing number of workers being permanently laid off. Report includes recent statistics concerning the numbers and types of unemployed workers as well as recommendations for a reemployment approach that emphasizes job search assistance and long term training.

U. S. Department of Labor. (1994, April). *Reemployment services: A review of their effectiveness.* Washington, DC: Author.

This document reviews what is known about improving the labor market prospects of dislocated workers. There is substantial evidence that certain reemployment services do yield high returns. For example, job search assistance helps dislocated workers find new jobs sooner and saves the government money. Several innovative uses of Unemployment Insurance (UI) funds have also been successful. Review lists some problems with the design of the current employment and training system for dislocated workers as well as six conclusions or recommendations.

U. S. Department of Labor, Bureau of Labor Statistics. (1992). *Occupational outlook handbook.* Washington, DC: Author.

Provides information about prospective changes in the world of work and the qualifications that will be needed by tomorrow's workers. Organized into the following sections: executive and management, professional specialty, technicians, marketing and sales, administrative support and clerical, service, agriculture, mechanical, construction, production, transportation, handlers and cleaners, and the armed forces.

U. S. Department of Labor, Employment and Training Administration. (1988). *Workplace basics: The skills employers want.* Washington DC: Author.

Provides an overview of basic skills and competitiveness, learning how to learn, basic communication and numeracy skills, higher order thinking skills, personal and group skills, and a blueprint for planning and implementing a workplace basic skills program.

U. S. Department of Labor, Employment and Training Administration. (1989). *Work-based learning: Training America's workers.* Washington DC: Author.

Discusses demographics, technological change, international competition, and the role of apprenticeship. Recommendations include credentialing structured work-based training and strengthening the apprenticeship model.

U. S. Department of Labor, Employment and Training Administration. (1992). *Economic change and the American workforce* (Research and Evaluation Report Series 92-B). Washington, DC: Author.

Outlines how the changes taking place in the national economy are affecting workers in four states, Colorado, Indiana, Mississippi, and Missouri. It identifies specific employment and training issues associated with the new economic era and provides suggestions for meeting the demands of a different kind of workplace.

U. S. Department of Labor, Employment and Training Administration. (1993). *Workplace literacy and the nation's unemployed workers* (Research and Evaluation Report Series 93-F). Washington, DC: Author.

Based on data collected during the 1990 workplace literacy assessment of unemployed workers eligible for participation in JTPA, Employment Service, or Unemployment Insurance program. It first addresses the question of how relevant workplace literacy is to the past economic performance of these workers. Then, the study tries to answer the question of what determines the workplace literacy of individuals. The study draws policy inferences regarding employment and training programs, especially in terms of the way the nation's unemployed workers can be helped to improve their productivity and employment stability. Report extends findings to the general population and argues that workplace literacy has a positive effect on hourly wages, worker productivity, and a relative advantage in the labor market.

U. S. Department of Labor, Employment and Training Administration. (1994). American poverty: The role of education, training and employment strategies in the new anti-poverty struggle. *American Forum, 10*, Washington, DC: Author.

This issue looks at American poverty, including features on reducing poverty, the underclass poor, the welfare system, and the homeless. Resource index at the end provides a useful perspective of workforce education efforts across agencies, such as the Departments of Labor, Health and Human Services, Education, Commerce, and Agriculture, and the U. S. Congress.

U. S. Department of Labor, Employment and Training Administration. (1994). *Training and employment report of the Secretary of Labor.* Washington, DC: Author.

Chapter 1 of this report covers program activities of the department, including JTPA, Job Training for the Homeless, Senior Community Service, Employment Service, Unemployment Insurance, Trade Adjustment Assistance, and the Labor Surplus Areas programs. It also summarizes the activities of the National Commission for Employment Policy and the National Occupational Information Coordinating Committee. Chapter 2 summarizes the findings of the major research and evaluation projects under three headings: 1) strengthening workforce quality, 2) labor market studies of specific groups, and 3) program development and improvement.

U. S. Department of Labor, Secretary's Commission on Achieving Necessary Skills (SCANS). (1991, June). *What work requires of schools: A SCANS report for America 2000.* Washington, DC: Author.

Five competencies (ability to use resources, interpersonal skills, information, systems, and technology) and a three-part foundation (basic skills, thinking skills, and personal qualities) that lie at the heart of job performance are described in detail.

U. S. Department of Labor, Secretary's Commission on Achieving Necessary Skills (SCANS). (1992). *Skills and tasks for jobs. A SCANS report for America 2000.* Washington, DC: Author.

This report is designed to help educators make high school courses more relevant to the needs of a modern workforce and to help employers ensure that their employees possess appropriate, up-to-date skills.

Comprehensive report includes background information about how the information was developed, illustrative tasks for SCANS competencies and foundation skills, and ratings and illustrative tasks for over 50 jobs.

U. S. Department of Labor, Secretary's Commission on Achieving Necessary Skills (SCANS). (1992, April). ***Earning a living: A blueprint for high performance. A SCANS report for America 2000.*** **Washington, DC: Author.**

Final SCANS report on improving the nation's productivity and the well-being of its citizens. Part 1 describes the economic choices facing the U. S. and how schools and the private sector can cooperate to create a high-performance economy. Part 2 describes, in detail, reorganizing education for higher performance, work-based learning and high-performance industries, and standards, assessments, and certifications. Part 2 is relevant for employers and service providers.

U. S. Equal Opportunity Commission. (1991). ***The Americans with Disabilities Act: Questions and answers.*** **Washington, DC: Author.**

Gives answers to frequently asked questions about the Americans with Disabilities Act, especially regarding employment and public accommodations.

U. S. Small Business Administration. (1988). ***The state of small business: A report of the President.*** **Washington, DC: Author.**

The chapter, "Small Business in the Year 2000," provides background information concerning future trends and issues, such as competition, the workforce, and technology.

U. S. Small Business Administration, Office of Advocacy. (1988). ***Workplace literacy: Targeting the future.*** **Washington, DC: Author.**

Report from the first national conference on small business and workplace literacy. Report contains small business fact sheet, summary of proceedings, section concerning the current and future state of small business, a list of conference registrants and contacts, and an overview of legislation affecting small business.

Vader, M. (1992). Trends affecting adults with special learning needs. ***Journal of the National Association of Adults with Special Learning Needs, 2*****(1), 41-42.**

Argues that the trends and requirements of America 2000, the Americans with Disabilities Act, and other related laws are among the most progressive in the world. Their effective implementation will help ameliorate concerns and promote appropriate educational and employment opportunities for all citizens, including individuals with disabilities.

Van Horn, C. E., Ryan, K., & Tracy, W. (1990). ***Workforce futures: Strategic planning in the states*** **(Research Report No. 89-06). Washington, DC: National Commission for Employment Policy.**

This paper examines recent developments in strategic planning for employment. It identifies the key elements of strategic plans and examines issues to be addressed in implementing such plans. Includes a discussion of overcoming barriers to strategic planning and the ingredients of success.

Vaughn, R. J. (1989). ***Mixing metaphors: Education and economic development policy.*** **New York: National Center on Education and Employment, Columbia University.**

Argues that the metaphor of development through investment in human capital will penetrate further into our models of the development process only when people's understanding of how their economy works is improved. Argues that people need better economic education.

Vaughn, R. J., & Berryman, S. E. (1989). ***Employer-sponsored training: Current status, future possibilities.*** **New York: National Center on Education and Employment, Columbia University.**

Reports that investments in employer-sponsored training account for about 40 percent of our annual human capital investments (about 4.4 percent of the GNP). These investments are about half as large as investments in plant and equipment. Argues that lack of education and training is the single most distinguishing characteristic of the poor and that those entering the workforce without sound academic and problem solving skills find it difficult to remedy those deficiencies on the job. Provides demographic statistics on education and employment.

Vencill, M., Clausen, L. K., & Drury, D. A. (1991). ***Small business research summary: Workplace education efforts in small business: Learning from the field.*** **Washington, DC: U. S. Small Business Adminstration.**

This report maintains that businesses with fewer than 500 employees provide about half of all jobs in the current economy. Also, workers in small companies are more

likely than other employees to have relatively low levels of formal education. The Office of Advocacy of the U. S. Small Business Administration contracted with Berkeley Planning Associates to conduct basic research on how small businesses are participating in workplace literacy efforts. Among the conclusions of the study are: 1) most of the companies participated because someone made it easy for them to do so; 2) employees' reasons for starting a literacy program were cited as safety, product quality, productivity, promotability, and workers' personal development; 3) cost was often cited as a barrier to program start-up; and 4) all firms studied planned to continue their programs. Report also describes implications for federal policymakers.

Venezky, R. L. (1992). *Matching literacy testing with social policy: What are the alternatives?* Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

Discusses issues that need to be explored in the development of more informative literacy testing. They include the fundamental differences between skill-based tests and functional literacy tests; the varying goals and needs of different types of literacy programs; the lack of empirical support for grade-level score designations for adults; the limited ability discrimination required for placement into literacy courses; the difficulties in interpreting gain scores; and the limited attention given to testing of writing and math abilities.

Venezky, R. L., & Wagner D. A. (1994). *Supply and demand for literacy instruction in the United States.* Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

The supply-demand equations for adult literacy instruction in the United States are complicated by (a) changing demands for basic skills in the workplace, (b) an increase in immigrants who have limited command of English, (c) changing federal welfare policies, and (d) limited awareness on the part of those with low reading and writing ability that their skills are not sufficient for everyday literacy needs. This paper reviews critical features of the supply of literacy instruction, drawing on recent state and national surveys of service providers and of technology; data on the demand for literacy instruction; the recent National Adult Literacy Survey (NALS); and studies of adult literacy participation. Attention is given especially to the types of data that are required for modeling of supply and demand. The paper concludes that the supply-demand characteristics in U. S. literacy policy have not been well understood, that supply and demand are often poorly equilibrated, and that recent national studies can provide useful guidance toward providing a better balance between supply and demand.

Venezky, R. L., Wagner, D. A., & Ciliberti, B. S. (Eds.). (1990). *Toward defining literacy.* Newark, DE: International Reading Association.

Book presents various (often conflicting) viewpoints concerning the definition of, uses for, measurement of literacy, as well as the policy implications of the definitions of literacy. Useful resource for exploring the complexity of the topic and the factors that have an impact on our concept of literacy.

Vicary, L. H. (1990). *An annotated bibliography of research on basic skills in the workforce and related issues.* Washington, DC: The Southport Institute for Policy Analysis.

Wagner, D. A. (1992). *Life-span and life-space literacy: Research and policy in national and international perspective.* Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

This paper explores why child literacy and adult literacy research have had little interaction in the past and highlights some of the areas in which they might interact in the future.

Wagner, D. A. (1993). *Literacy and development: Rationales, assessment, and innovation.* Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

Examines the relationship between literacy and economic development and discusses the need for agencies to be more realistic about what can be achieved in literacy programs. Also examines future policy implications.

Wagner, D. A. (1994). *Use it or lose it?: The problem of adult literacy skill retention.* Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

In the fields of adult literacy and adult learning, most researchers have focused on the acquisition of various skills and abilities. Very little attention has been devoted to skill retention. Without more research information, however, it is difficult to know whether the literacy skills learned in America's adult education programs are likely to be retained for very long. This report is a literature review that covers what is known about (a) cognitive skill retention across the life span, (b) studies of the literacy and basic skills retention, and (c) policy implications of skill retention work. The main conclusion of the report is that while much is known about the fields related to

that of literacy retention, very little research has been done directly on the topic and serious work needs to be undertaken soon. A set of questions to guide future work in this area is provided in the final section of this report.

Waugh, S. (1991). How to assess organizational needs and requirements. In M. C. Taylor, G. R. Lewe, and J. A. Draper, (Eds.), *Basic Skills for the Workplace* (pp. 147-167). Toronto: Culture Concepts, Inc.

This chapter outlines a process for conducting an organizational needs assessment (ONA) as a first step to determining whether a workplace basic skills program is desirable and whether other complementary activities are needed to reach organizational and employee goals. This process was originally developed and expanded through the Multicultural Workplace Program (MWP) at George Brown College in Toronto and has evolved as a useful tool to determine basic skills issues within an organizational context.

Waugh, S. (1992). *An organizational approach to workplace basic skills: A guidebook for literacy practitioners.* Ottawa, ON: Ottawa Young Men's and Young Women's Christian Association.

Concisely written guide for literacy practitioners working with business and industry. Includes chapters on mapping the community and marketing services, building partnerships, conducting an organizational needs assessment, developing a plan, and designing an evaluation strategy.

Weber, J. M. (1992). *Selected contemporary work force reports: A synthesis and critique.* Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education.

Compares the recommendations of *America 2000*, *Investing in People*, *America's Choice*, and *What Work Requires of Schools*. Chapters on performance measures and the assessment of essential workplace skills and total quality management should be useful for workplace literacy programs.

Wedman, J., & Robinson, R. (1990). Workplace literacy: A perspective. *Adult Literacy and Basic Education, 14*(1), 45-53.

This article describes a workplace literacy perspective that provides a basis for program coordination and implementation. Using the experiences of 65 participants in a Job Training and Partnership Act (JTPA) program, a project sought to determine whether existing JTPA programs could provide an overall literacy perspective. The resulting model includes interrelationship among workplace literacy needs, individual literacy abilities, and literacy program actions. Implications for curriculum development and practice are also discussed.

Weidenthal, M. D. (1989). *Who cares about the inner city? The community college response to urban America.* Washington, DC: American Association of Community and Junior Colleges.

The author reports on how ten community colleges around the country are responding to the challenges of economic and social change. Includes chapters on building partnerships with schools and universities and business and industry.

Wikelund, K. R., Reder, S., & Hart-Landsberg, S. (1992). *Expanding theories of adult literacy participation.* Philadelphia, PA: National Center on Adult Literacy, University of Pennsylvania.

This report reviews the research on adult literacy participation, including descriptive and explanatory studies of sociodemographic characteristics, motivations, deterrents, and perspectives of both participants and nonparticipants. Also provides implications for future research, such as studies that place educational participation in the broader context of adults' life course, identify individual's unique perceptions of and uses of literacy, and studies that use qualitative methodology.

Wilbur, R. H., Finn, S. K., & Freeland, C. M. (Eds.). (1994). *The complete guide to nonprofit management.* New York, NY: John Wiley & Sons, Inc.

Offers strategies and techniques for managing every aspect of a nonprofit organization, including funding, marketing, public and government relations, office management, financial management, strategic planning, and human resources management. Education providers will find the chapters on marketing and funding especially useful.

Wrigley, H. S., Chisman, F. P., & Ewen, D. T. (1993). *Sparks of excellence: Program realities and promising practices in adult ESL.* Washington, DC: Southport Institute for Policy Analysis.

Report discusses issues and challenges for the ESL field: 1) lack of coordinated system to facilitate learner transition from level to level and agency to agency; 2) inappropriate testing and assessment; 3) staffing concerns; 4) mismatch between curricula and learners'

needs; and 5) limited access to technology. Report also includes examples of promising approaches in each area of concern.

Wrigley, H. S., & Guth, G. J. A. (1992). *Adult ESL literacy: State of the art 1990.* San Mateo, CA: Aguirre International.

Provides a thorough and useful overview of issues in adult ESL literacy. Includes chapters on: characteristics of effective programs; ESL curriculum options; theories, approaches, and innovative strategies; assessment; biliteracy; promising practices; and texts and resources.

Wrigley, H. S., & Guth, G. J. A. (1992). *Bringing literacy to life: Issues and options in adult ESL literacy.* San Mateo, CA: Aguirre International.

Provides a synthesis of the findings from a two-year research study that includes an extensive literature review, input from scholars and professionals, and in-depth site observations. Effective and innovative instructional approaches, methods, and technologies for adult ESL students are discussed conceptually and in practice. Also includes many resources.

Yagjian, M. (Ed.). (1992). *Literacy/learning disabilities collaboration project.* Pittsburgh, PA: Project Literacy U. S. (PLUS).

Newsletter provides a comprehensive listing of literacy and learning disability organizations, examples of collaborative efforts, and video, print, and technology resources.

Young, C. D. (1994). *Asking new questions: Assessment for workplace literacy.* Albany, NY: The Civil Service Employees Association, The New York State Governor's Office of Employee Relations.

Report based on Project REACH, a labor-management partnership whose goal is to serve New York State employees who are members of the Civil Service Employees Association. The report discusses the project's findings on literacy use and assessment in the workplace context. Includes many practical suggestions for education providers working with business.

Zacharias-Jutz, J., & Schied, F. M. (1993). Workers' education, social reconstruction, and adult education. *Adult Education Quarterly, 43*(2), 101-109.

Essay on worker education in which the focus is on union workers, labor history, and political and social change. Argues that the roots of worker education are the roots for all adult education and that worker education should become an adult education priority in the 90s.

Zeiss, T. (Ed.). (1991). *Creating a literate society: College-business-community partnerships.* Washington, DC: American Association of Community and Junior Colleges.

Community, junior, and technical colleges are responding in unique ways to the learning needs of adults. Sixteen case studies of effective literacy program partnerships are provided.

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